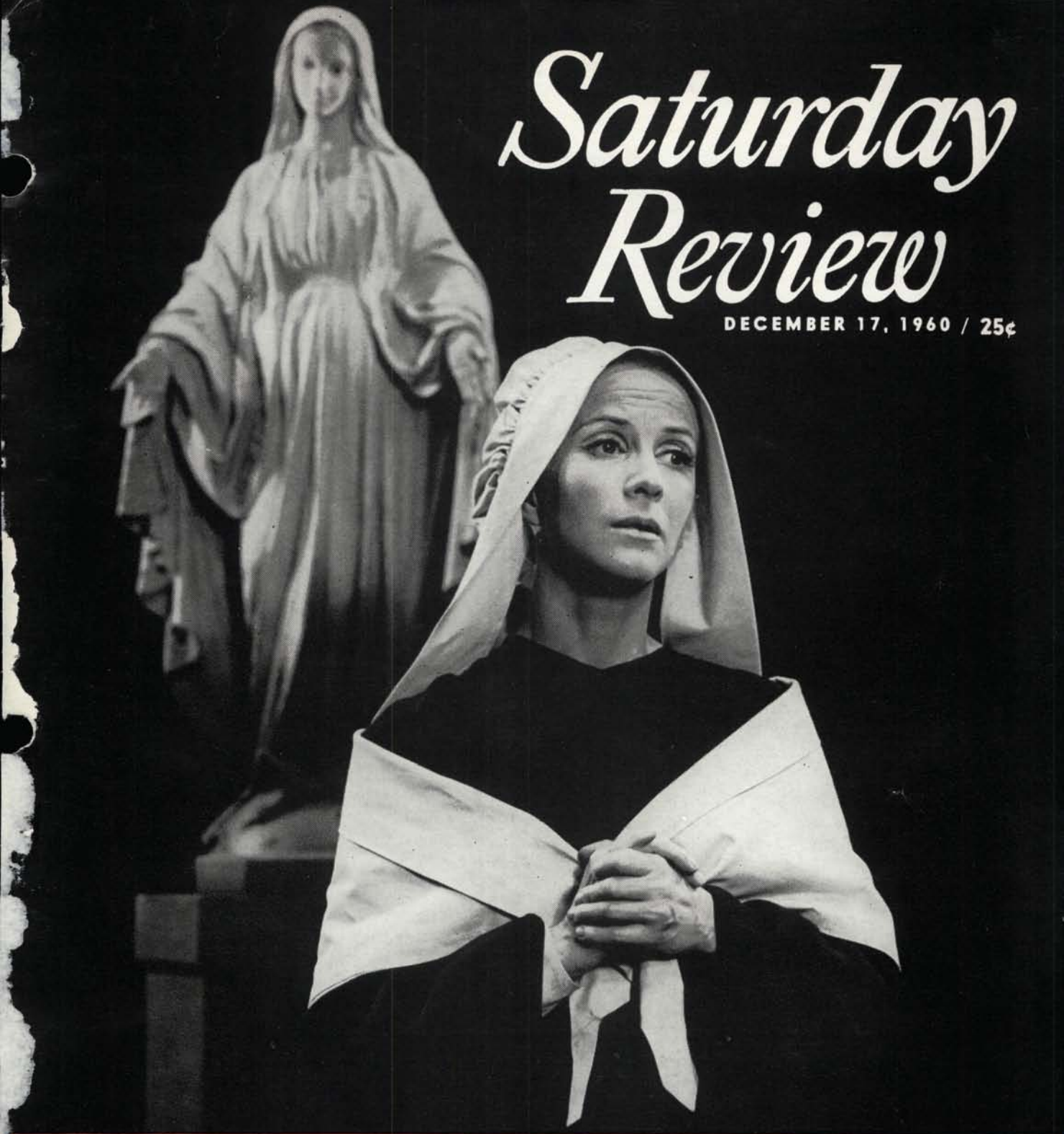

Saturday Review

DECEMBER 17, 1960 / 25¢

Julie Harris, star of "Little Moon of Alban." (See Broadway Postscript)

EDUCATION

1960: TURNING POINT FOR DESEGREGATION?

By G. W. Foster, Jr.

THE MENC

By Stephen

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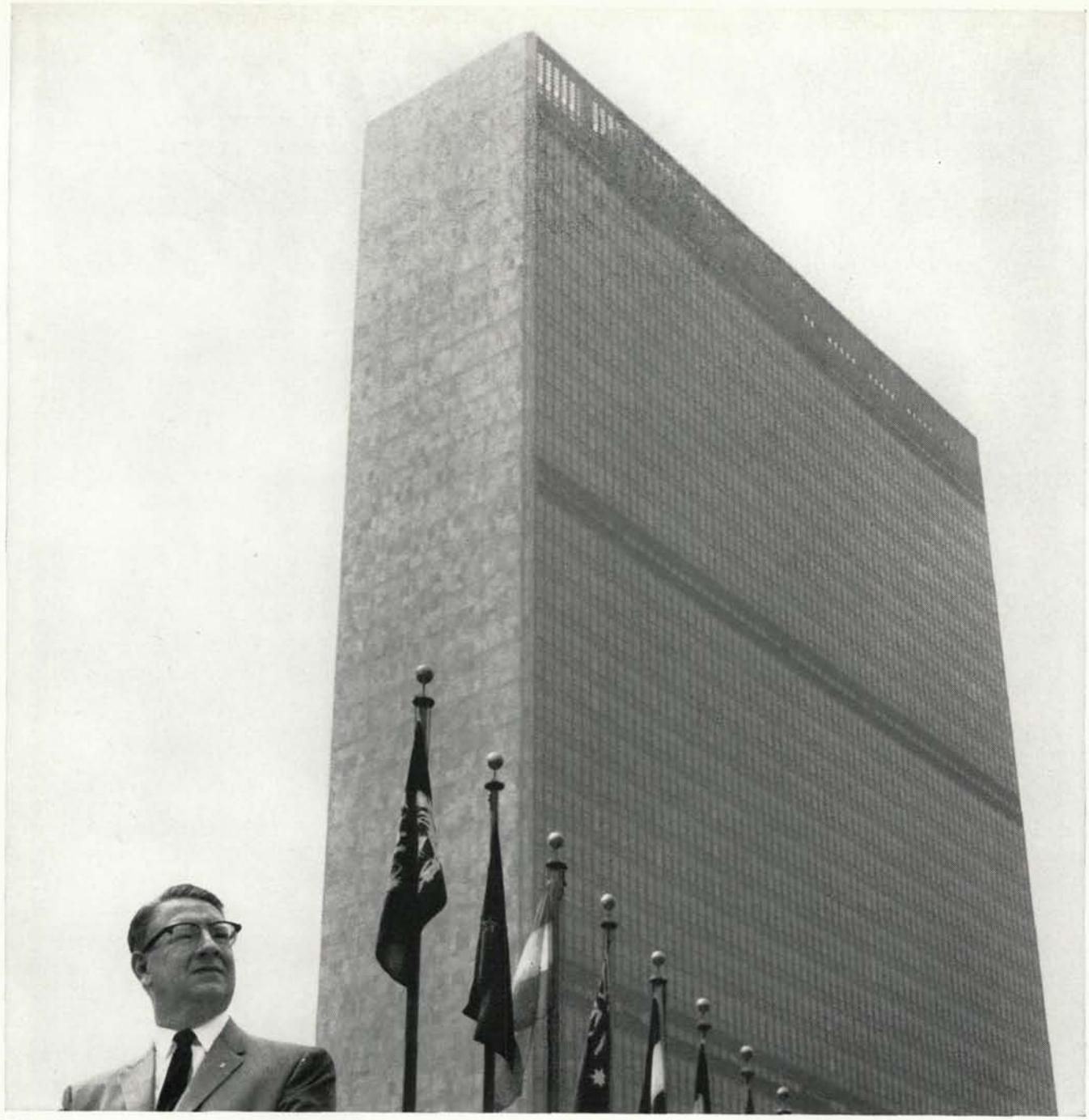

Peace Observer This is the United Nations. The man? Special delegate Walter W. Falck of Severna Park, Maryland—representing *himself*...seeing how peace is waged. Walter Falck happens to be a regional manager of Nationwide Insurance. He is one of hundreds of Nationwide managers who visit the U.N. each year at company expense, as part of Nationwide's continuing effort to bring world affairs closer to the affairs of all of us.

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WHERE ARE THE BILLIONS NEEDED MOST?

For defense? For industrial growth—space research—highways—the prosperity and health of the people? Most Americans would answer, "For all of them."

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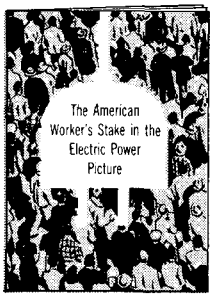

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(Advertisement)

To call a book "important" these days is virtually its death sentence. The average reader, accustomed to more high-powered praise, seems to feel that "important" is equivalent to "dull and unpleasant." Often, I fear, the reader's premonition is correct.

That is why I've been searching for another word to use about "The Coming of War," by Albert Z. Carr. On the one hand, this book is a fascinating chronicle of power politics and devious diplomacy in the thirty years leading up to the War of 1812. That period covered, you will remember, the rise of Napoleon, the XYZ Affair, and the Louisiana Purchase; it was also a time of alliance and counter-alliance, when the various great powers discovered and manipulated the newly-independent United States—often at their cost. In short, it was an ideal subject for a skillful historian like Albert Z. Carr.

On the other hand, "The Coming of War" deals not with a particular period in history, but with all history; in this fact, I think, lies its importance. Mr. Carr is concerned with the causes of war generally. He feels that our first venture into world affairs, with the War of 1812 as its tragi-comic result, was paralleled again and again in the years that followed, with results that were more tragic and less comic each time. Finally, he feels that a full understanding of this war's advent can show us how to avoid future wars before they become "inevitable."

I urge you to read "The Coming of War" yourself, even though it is important.

L. L. Day
EDITOR-AT-LARGE

The Coming of War, ($4.95) by Albert Z. Carr, is published by Doubleday & Company, 575 Madison Avenue, New York 22, New York. Copies may be obtained from your own bookseller or from any of the 30 Doubleday Book Shops, one of which is located at 228 Worth Avenue, Palm Beach, Florida.

Saturday Review

Cover Photo by Friedman-Abeles

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Columbia University

"On this immense stage cross and criss-cross a myriad of actors, their paths and their pace as divergent as the traffic of the city they inhabit....The basic forces of life are laid bare. Lust, greed, hunger, fear, grief – the teeming city contains them all."
—*Chicago Tribune* $4.95

by CARLOS FUENTES

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THE WAGES NOBODY COUNTS

Ask a wage earner his income, and he's likely to tell you his hourly rate. He forgets what many of us forget—that so-called fringe benefits are also part of his compensation. Fringe benefits* have a definite dollars-and-cents value. So, in a very real sense, they are supplemental wages.

A study shows that these supplemental wages average more than 62 cents per man-hour worked in business and industry. Another survey reveals that this is approximately six times as much as the average worker thinks fringe benefits cost. Obviously, these employee benefits cost billions and billions of dollars—on top of direct wages.

Fringe benefits actually amount to 19% of the average business and industrial payroll—so much that it's high time to stop taking fringe benefits for granted and to value them as supplemental wages.

** Vacations, holidays, group insurance, pensions, etc.*

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THE PHOENIX NEST

The Male Animal

Edited by Martin Levin

DEFINITION

All the world's a stage
And all the men and women drama critics.

—Barbara Frankel.

• • •

THE CAREFULLY DRESSED MAN

THERE are two things that keep alive for me the memory of Sam Shipman, who was a prolific playwright of the nineteen-teens and nineteen-twenties.

The first is a remark Samuel Hoffenstein made when the two of us were discussing Shipman: "You know," Hoffenstein said, "Shippy makes money out of his failures, the way God does prestige."

The second was an incident. Shipman was a squat, barrel-chested man, beetle-browed, with arms too long for his height. When his hair was in disarray and he needed a shave, he suggested man's relationship to the lower primates. His greatest success was a play called "East Is West," which he wrote in collaboration with John B. Hymer, who lured Shipman into a fishing trip in northern Maine; a mistake, as Shippy should never have gone that far from Broadway.

They were at a camp where the guests slept in small cabins and ate in a large central building called the Community House. After the first day's fishing, before going to their cabin to clean up, Hymer and Shipman dropped in at the Community House to make an inquiry. At the further end of the room was a fireplace with a brisk fire going and a large dog lying on the hearth. As they came through the door the dog raised his head and looked at them. Then he got to his feet and with a menacing growl came steadily toward Shipman, who froze in his tracks in terror. Hymer, a quick-witted citizen, said quietly, "Shippy, put on your hat." Shipman did, the dog stopped short, studied him a brief moment, decided he belonged to the not unfriendly human race and returned to his place on the hearth. Hymer completed the errand while Shipman sought the safety of their cabin.

Come dinner time, a great many sportsmen were gathered around the dining table in the Community House, eating with hungry gusto, feeding morsels to the nuzzling dog, exchanging experiences and reminiscences and shooting puzzled glances at one of their number who ate the entire dinner with his hat on. —Howard Lindsay.

• • •

THE AGONY IN THE SUPERMARKET

By all that mouth-watering goodness undone,
Purse-lipped, I tottered along antiseptical
Aisles to the checkout, where came running one
Who brought a receptacle.

To floor fell I, achoke, belike to smother,
Croaking, suspiring in a stridulent jargon,
"Help, a pulmotor, ho! I cannot bear another
Breath-taking bargain!"

The well-witted Manager ran toward at the impact,
And thrust betwixt my exsanguined, cackling
Lips a cornflake, pep-popping, vim-packed,
Energy-crackling.

—Morris Bishop.

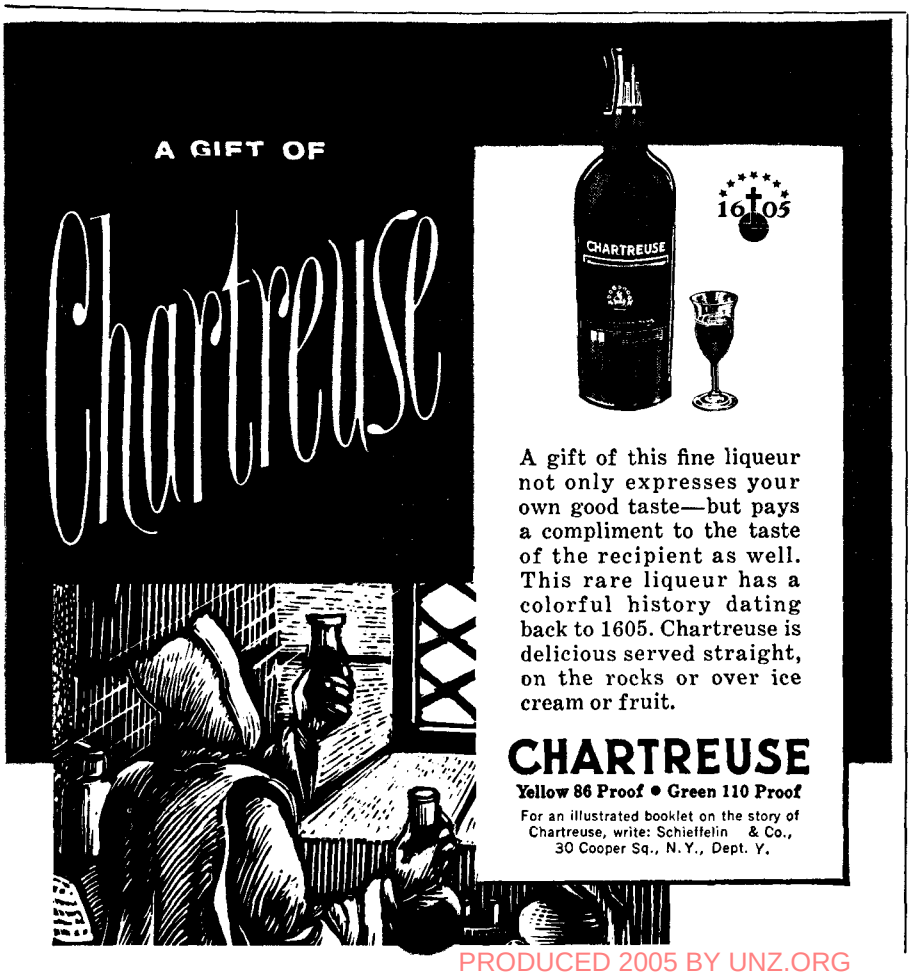
• • •

THE COW

THE COW has pretty eyes and a slight strabismus. Some people believe that when the cow is just standing there, chewing, she's thinking of something. In a way she is. She's wondering what her left eye is looking at. It isn't really necessary for a cow to see clearly anyway because no matter what impressions she receives, she's incapable of arriving at a conclusion. Inside that massive head is a tiny brain which has no function whatsoever.

Bossy's musculature is interesting. She has two main muscles: one which raises and lowers the head, the other serving to operate the fly-swatter in the rear.

Inside the cow there is an area devoted to turning grass into milk. This affords very little distinction since a goat can do it from tin can labels and an elephant can do it from peanuts and loaves of rye bread. The rest of the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cow is used for handbags and lean corned beef sandwiches, but the cow doesn't see this coming.

Possibly you've heard it said that cows "give" milk. A moment's reflection is enough to bring to mind the essential tommyrottedness of *that* statement. You might as well say that cows *give* shoes and chuck steak. In the latter case particularly, she would just as soon be dead. Sooner.

In India, cows are sacred, the Ganges *is* sacred, and *so is* Vishnu. This is as good a definition of a neutral as I've ever heard.

Gelett Burgess made quite a reputation with a four-line bit of doggerel that concerned itself with a purple cow. And you want to know what's happened to humor.

—HENRY MORGAN.

• • •

KIDS GET ALL THE BREAKS

(New on the market: a doll that comes equipped with stick-on measles.)

As history constantly alters its pages,
Man's greater achievements are bound to arrive,
So now we have dolls with diseases, contagious,
That make them seem almost as good as alive.

How lucky the child who is motherly, meaning
A child with a penchant for healing with salve,
For this can be real—not pretended, like weening—
And think what a ball such a youngster can have!

This newest invention has spurred the designers,
So modernization has merely begun;
The oncoming dolls will have hand-applied shiners,
And bunions, and hangnails, and noses that run.

Eventually, knowing how work is perfected
By all such great artists, we're waiting to see
A doll with its teeth and its gums disconnected,
And possibly one with a water-logged knee.

A doll that can bleed will be ready to suture,
A rubbery one will have blackheads to squeeze,
And many a child in the very near future
Will happily fondle her favored disease. —WILLIAM W. PRATT.

PHOTO: ROLOFF BENY

CONFESSIONS OF AN ART ADDICT

BY PEGGY GUGGENHEIM

With an introduction by Alfred H. Barr, Jr.

With charming candor and contagious enthusiasm, one of the greatest patrons of twentieth-century art talks about:

— **her marriages.** ("I have always found husbands much more satisfactory after marriage than during.")

— **her discoveries** of such young American artists as Jackson Pollock, Robert Motherwell, and William Baziotes. (In her New York gallery they came into personal contact with the older generation of European surrealists and abstractionists.)

— **her friendship** with Marcel Duchamp and Sir Herbert Read. (On their advice she opened the avant-garde "Guggenheim Jeune" gallery in London.)

— **the seven tragedies** of her life as a collector. (She once had so many Pollocks she gave them away as gifts.)

— **her intimate associations** with Cocteau, Samuel Beckett, Tanguy, Brancusi, and Max Ernst. ("Her disarming frankness in discussing them will be a popular source of conversation for those who will meet it here for the first time." — *Library Journal*)

Peggy Guggenheim is escort *extraordinaire* as she takes you through Paris in the 20's, London in the 30's, post-war New York, and back to Venice where collector and collection reside today. $4.00

AMERICAN PAINTERS IN PARIS

BY YVON BIZARDEL

"Rare if not unique: the impact of a foreign culture on the American artist, told . . . from the foreign point of view . . . with a wealth of adroitly chosen detail and extraordinary vividness . . . not only fascinating but a real contribution to our understanding of otherwise familiar material." — John I. H. Baur, Associate Director, Whitney Museum of American Art. $5.95

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TRADE Winds

TWO OF HOLLYWOOD'S all-time greats will be involved in books in the coming months. Marlene Dietrich is just completing her "Marlene Dietrich's ABCs" for publication next summer by Doubleday, and Greta Garbo will be the subject of "Garbo: A Biography," by Fritiof Billquist (Putnam).

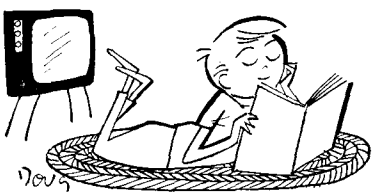
Elsewhere on the Hollywood literary front, the actor Clint Walker is doing a book for Bobbs-Merrill on the unlikely subject of gold prospecting. He got the idea while working on the film "Gold of the Seven Saints," and is now hoping to mine a little more gold in this way. His title: "Prospect for Living."

Also from Hollywood comes the movie title that gets our vote for the worst yet perpetrated on the American public. It's Mamie Van Doren's "Sex Kittens Go to College."

ROBERT DE MARIA'S forthcoming "Carnival of Angels," a novel set in two of New York's adjacent but violently contrasting sections, Morningside Heights and Harlem, reminds us of a grimly ironic fact that *SR*'s William D. Patterson passed along: Harlem has fewer dogs per capita but sells more dog food per capita than any other part of the city.

BENNETT CERF, speaking before the New York Society of Security Analysts, had some interesting things to say about reading and television.

"I am sure you have been told that television has hurt the cause of reading in America," said the indefatigable Mr. Cerf. "This is absolute nonsense! The very act of watching television, in fact, has made children ten times more anxious than they were before to read books. They see things on the television screen that stimulate their interest in current events, in history, in science, in the wonders of the sea and the heavens, and once they turn off their sets, they demand books that will furnish them with further details. The result of this new demand is that the caliber of children's books has improved incredibly in the past decade. That's why I maintain that television is the greatest thing that has happened to children since the discovery of mother's milk!"



IN THE INTRODUCTION to his new book, "Great Presidential Decisions: State Papers That Changed the Course of History" (Lippincott), Professor Richard Morris gets off an unintentional pun. "Not inaccurately," he writes, "has the President been described as a kind of 'one-man distillation of the American people.'"

And he goes on to cite Washington's proclamation at the time of the Whisky Rebellion.

SINCE BIG BOOKS are of course big sellers these days, it's worth mentioning that you could spend $15 a lot worse than by investing it in Aubrey Menen's "Rome for Ourselves" (McGraw-Hill), not only a sheer delight in typography and illustrations, but one of the gayest and most charming departures from the conventional informative book you could find. For example, Mr. Menen writes in his introduction: "I have seen a lot of history made in my time. I do not think much of it. I do not know anybody who does. This book is written with that experience in mind."

ANOTHER GIANT to come along recently is "Tiffany Table Settings" (Crowell, $15), which displays, in color and black-and-white, sample table settings by such *comme il faut* hostesses as Mrs. Lytle Hull, Mrs. William S. Paley, Mrs. Clare Boothe Luce, and Mrs. Vincent Astor, along with some by famous professional designers. The book has been assembled by the staff of Tiffany's, under the general editorship of the company's chairman, Walter Hoving.

Mr. Hoving has long been in the merchandising field, moving from the vice presidency of R. H. Macy, through the vice presidency of Montgomery Ward, to the presidency of Bonwit Teller, to his present job at Tiffany's. He is also an author, having written the recent "The Distribution Revolution" and an earlier successful book, "Your Career in Business."

We dropped by Mr. Hoving's office on the fifth floor of this Fifth Avenue Fort Knox, where you can invest anything from $4 for a sterling silver bookmark, to $148,500 (including federal tax) for a necklace with pear-shaped diamonds. But, believe it or not,

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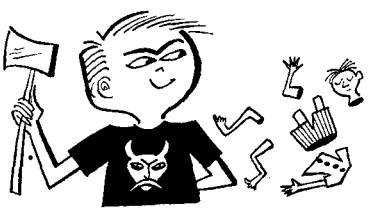
price is not the most important thing as far as Tiffany's is concerned.

"It's not just high prices that count," said Mr. Hoving. "Whatever we sell must have style, and, just as in book publishing, our job must be an editorial one. Very frankly, I don't think a store of any kind is on the right track unless it has a very strong editorial point of view. Here, we edit everything—without compromise. Not with the point of view of what we think will sell, or even what we think the public wants, but with the taste we *believe in. Our job breaks down into* two things: First, to guard quality; and second, to edit on the basis of taste. Any store which caters to what it thinks will sell, and which doesn't believe in the product or material, will eventually lose out. The public's instinctive taste is good, and if you have discriminating taste, they'll respond to it."

THE HEART-WARMING charm of children cannot be denied—but there's another aspect of their personalities, too. If you need any proof, you can glance through "The Lore and Language of Schoolchildren," put together by Iona and Peter Opie for Oxford University *Press. Interesting is the blood-curdling* enthusiasm of the younger set for un-



inhibited mayhem, whether in this country or in England, where most of the research for this book was done. Here's an example of the kind of thing you'll find:

> Brian Johnson is no good,
> Chop him up for fi-er wood;
> When he's dead, boil his head,
> Make it into gingerbread.

AS FAR AS PULSES go, Dr. Noah D. Fabricant of Chicago is one doctor who became a "consultant" of purely literary medicine to James T. Farrell, who turned to him for all the medical information he needed in his books. As a result, he became known as "Studs Lonigan's personal physician."

Dr. Fabricant doesn't include Studs *Lonigan in his new book*, "Thirteen Famous Patients" (Chilton), but he does include such patients as Hitler, Gandhi, and FDR.

In spite of a long career of service, Dr. Fabricant sadly admits that he bears the responsibility for the fictional Studs Lonigan's demise; Studs died of a complication brought on by a bad

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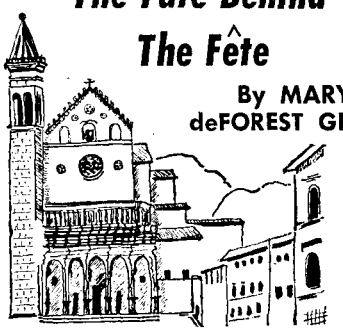
The Fate Behind The Fête
By MARY deFOREST GEARY



Spoleto! Menotti!

The story of the first Spoleto Festival of Two Worlds and the personalities from the world of music who made it come alive—Gian Carlo Menotti, Samuel Barber, Thomas Schippers and all the others. Illustrated by the author, who played an intimate part in the first Festival, the charming line drawings add much to the description of the journey to Spoleto, the town itself, the opening night nerves, the composers, the ballet, the dignitaries—all nudged on stage again by one who understands the uncertainty and elations known so well to the artists behind every fête.

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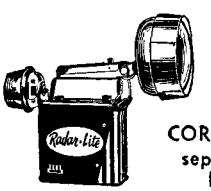

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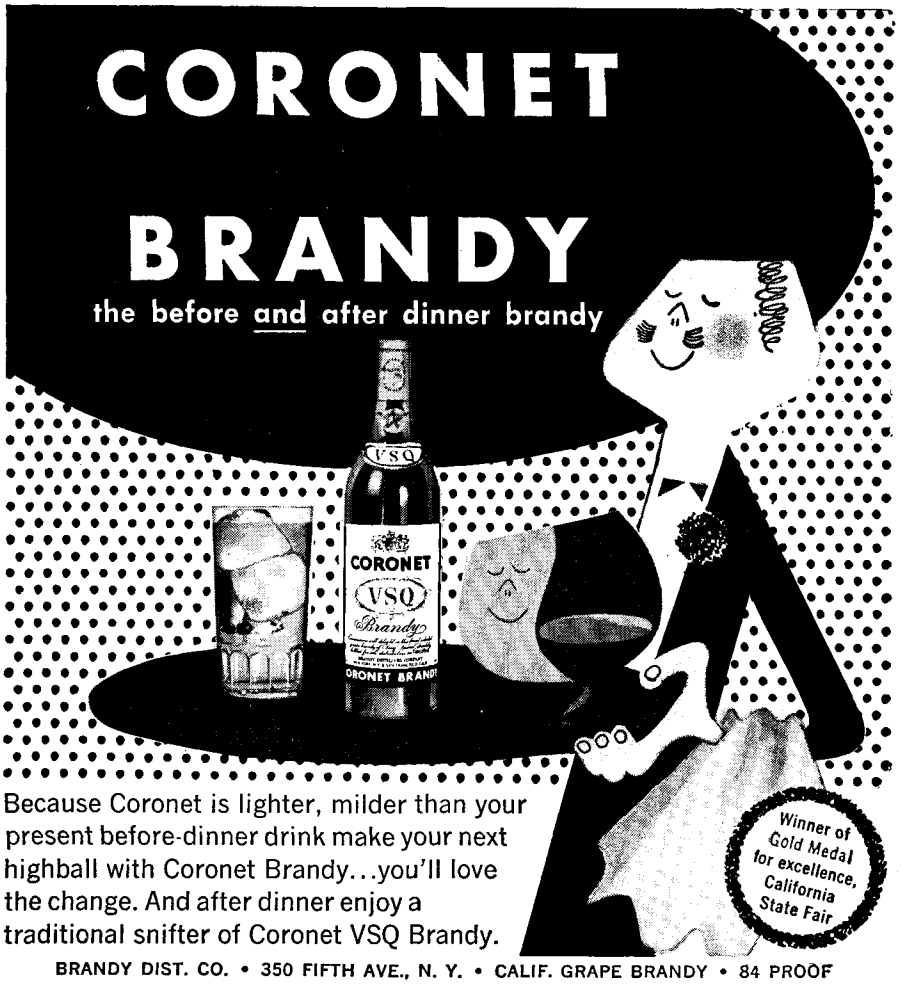

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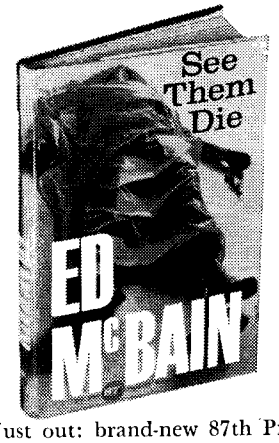

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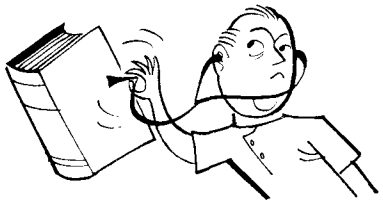
cold. Just after World War II, Dr. Fabricant published a book called "The Common Cold," debunking some of the popular notions about colds. One reviewer, knowing about the Studs Lonigan incident, mentioned this ironic fact in the review.



"He forgets," said Fabricant of the reviewer, "that poor old Studs died before we had sulfa or antibiotics!"

PLANS ARE ALREADY under way for the observance of National Library Week next April, with Norman H. Strouse, president of J. Walter Thompson Company, in the saddle as chairman of the 1961 steering committee. Object: a better-read, better-informed America.

One librarian we know told us about a gentleman from out of town, who was extremely zealous in his desire to be better read and better informed. When told that he couldn't take out a book without a card, he begged her to let him charge it on his Diners' Club card.

ANSWERS TO Walter Leight's posers, which called for words that contained four letters in alphabetical sequence; five consecutive vowels; five consecutive consonants; and double letters, one word for each letter of the alphabet, are: 1) gyMNOPlast; UndeRSTUdy; 2) mIAOUEd; 3) boRSCHT; 4) excluding the more obvious doubles: krAAl, witHHold, skIIng, haJJi, chuKKer, zaQQum, chiVVy, poWWow, saYYid. As far as "XX" goes, you have to cheat a little and use something like Jimmy FoXX, the former baseball great, who also features a double-M in his first name. —JOHN G. FULLER.

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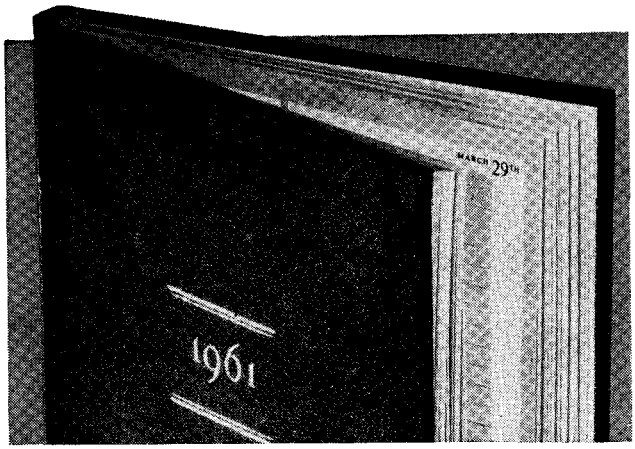

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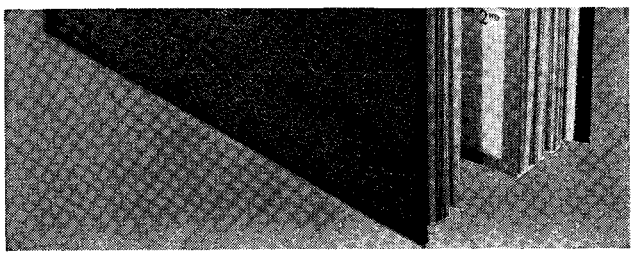

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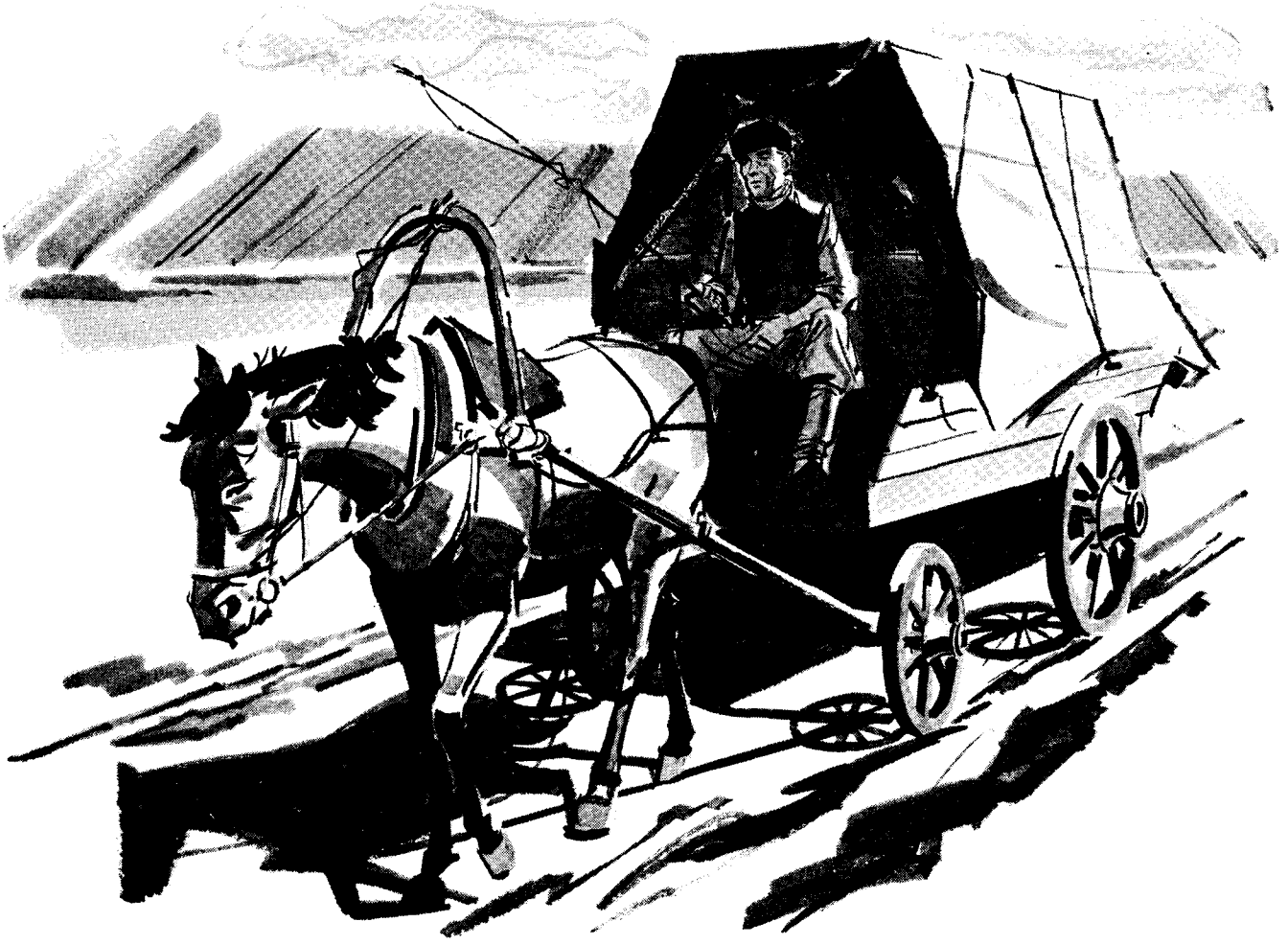
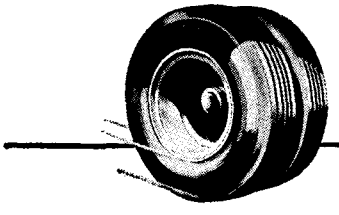


What Mr. Khrushchev Has Overlooked!

In his plans to out-U. S. the U. S., Mr. Khrushchev seems to have overlooked one very vital requirement for success which this country has highly developed and which is practically non-existent in Russia: motor transport. To be sure, Russia has some railroads and these have played an important part in its production of capital goods, its heavy industry program. But one of the big reasons for America's dynamic growth and high standard of living has been its far-flung system of roads and streets, accommodating its millions upon millions of motor trucks. America's amazing development has truly been geared to "the wheels that go everywhere" . . . to the nearly 12,000,000 trucks that use the more than 3½ million miles of roads and streets to bring Americans everything they eat, wear or use! Mr. Khrushchev and his associates will have to build millions of miles of roads and streets and millions of vehicles before they can compete with this American way of transport.



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Saturday Review
DECEMBER 17, 1960

—*M. Kuhn.*

An American legend covers the news.

THE MENCKEN MYTH

By STEPHEN E. FITZGERALD,
an author and editor who served with H. L. Mencken on the editorial staff of the Baltimore Evening Sun during the 1930s.

THE SAGE of Baltimore, H. L. Mencken, always liked a comforting blaze in his fireplace when the weather was chill. But he and his brother August, who lived with him for many years in their third-rate West Baltimore home, saw no good reason to buy wood when so much of it could simply be picked up. So the two of them often roamed the streets and alleys of their neighborhood, gathering boxes, crates, old barrel staves, or anything else that would burn. This was all piled with neat German thoroughness in their backyard. But the woodpile, neat as it was, still lacked esthetic appeal, and one day Mencken decided to paint the whole thing a glorious, roseate hue. He did, producing perhaps the only painted woodpile in the world. The stunt drew the appreciative chuckles of Mencken's friends, which was of course its purpose. Mencken liked an audience.

The writer's wife-to-be, the late Sara Haardt, complained that her betrothed had plenty of wood, but that she had none. Mencken thereupon obtained a heavy, creosoted railroad tie, labeled it with Miss Haardt's name and address, affixed the proper number of first-class stamps, placed it against a nearby mailbox, then waited gravely until the post office took it away.

This kind of innocent, old-fashioned fun was not untypical of Mencken, but it presents some problems to one who tries to see him as he was, for it is difficult to balance the fun-loving practical joker with the public portrait of Mencken as a man harsh and unfriendly, without religion and full of bile, a visionless man who used what limited literary gifts he had to slander public figures and even whole sections of the nation, sometimes inventing his own terms, like *boobus Americanus*, to add to the calumny. And, how does one reconcile a writer who seriously suggests, or seems to, that the assassination of certain public figures ought to be legalized, with the serious scholar who wrote "The American Language"?

These are problems that still exist five years after Mencken's death (he died in his sleep on January 29, 1956, of a heart attack). For, although millions of words have been written about him, most of his critics and chroniclers have seemed so fascinated by Mencken the myth that they have found it difficult to search seriously for Mencken the man.

The difficulty is compounded by the fact that Mencken never did much to destroy the myths that grew up about him, nor does he seem to have encouraged his friends to defend him. Perhaps he rather enjoyed the myths. Indeed, he may have had them in mind when he once wrote that "as an American I naturally spend most of my time laughing."

I KNEW Mencken only slightly, mostly because of the happenstance that I worked for the *Evening Sun* in Baltimore all during the Thirties, when Mencken was frequently about making his views felt. But to me, and even to those who knew him much better, it was troublesome to explain, for example, how and why a man who was a declared atheist or agnostic (both words were used) was nonetheless named official negotiator for the Sunpapers with the prelates of the Baltimore See when a local Roman Catholic journal started a boycott of the Sunpapers on religious grounds. He negotiated well, too, for the boycott was cancelled.

Mencken seemed at times to be a tangle of paradoxes. He could be kind and friendly when he wanted to be, but he was usually merciless with people whom he considered to be quacks,

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charlatans, or merely dolts. For example, he shocked and exhilarated other newspapermen and editors by his dispatches about William Jennings Bryan and the latter's participation in the Scopes "monkey trial" at Dayton, Tennessee, in 1925. Bryan died soon thereafter, some said of sheer exhaustion. When Mencken heard the news of Bryan's death, he remarked: "Well, we killed the son of a bitch." But this was the same man who was endlessly patient and kind to dozens of younger writers struggling for recognition, including some who were later to win a full measure of public respect, among them Theodore Dreiser, Willa Cather, Sinclair Lewis, Ring Lardner, and Ezra Pound.

I WAS able to see Mencken in action at times, both in a serious and nonserious vein. My own theory is that he used his magnificent gifts as a writer and as a newspaperman to play the role of a public clown at a time when a public clown in the United States was very much needed. His role was like that of the court fools who were often chosen by monarchs to relieve the tedium of court life, not because they were fools in today's ordinary sense of that word, but because they were articulate and sometimes acid observers of the social scene.

If court fools sometimes suffered because of their barbed wit, perhaps Mencken did, too, though he never admitted it and seldom bothered to reply publicly to charges of wickedness. He always said he had set up his pitch in life "on a busy and interesting street." To this he added: "I did a good business, and I have no regrets." But, being a man of sensibility, he must have had some uneasy moments, even when he knew that in one case or another he had been guilty of nothing more than overstatement by intent. Certainly he tried often to please people, especially in personal contact, even when he had offended them with planned malice. His habits with his interminable correspondence bear witness to that. He received dozens of letters a week, sometimes more, and the mailmen must have staggered occasionally on their way to his house when he had written something especially vitriolic. Mencken made it his practice to answer all these letters, and he wrote the answers personally. Sometimes he could not resist the temptation to deflate the pompous, and one of his favorite answers to an especially long and dull diatribe against him was quite short. "Dear Sir," he would write. "Perhaps you are right. Sincerely Yours." But he could turn from these moods of jest quickly to entertain his friends or to get to work on "The American Language" and its supplements.

—*From "A History of Caricature."*

H. L. Mencken, by Miguel Covarrubias.

The theory that Mencken liked on occasion to play the clown, the public fool, might be endlessly debated, even though the tone of his own writings tends to support it. But there is certainly little ground for debate about the stereotype of Mencken in the public eye. At the time of his death, and for years before that, a fair statement of public opinion about him might have been cast along these lines:

> He was a bug-eyed little man, too fat, much given to drinking German beer and feasting on sauerkraut and German sausages. Though he had a nose for news, which may have made him a good reporter, he certainly lacked culture, and he was superficial as a writer in the sense that he did not really exert any enduring influence on writers of any consequence. He was a misogamist, and sometimes said rude, ungentlemanly, and outrageous things about women. He lacked any real humor, but liked to scare people by glaring at them balefully. He was an authoritarian and liked to be thought of as a big shot. His material is terribly dated, and few people bother to read it any more. He was a failure as an editor, and contributed nothing sound to the publishing business. His political criticism was gross and without value, for he could almost never resist the temptation to flail about him indiscriminately and was thus incapable of penetrating analysis or evaluation.

Mencken himself might have considered this to be fair criticism, certainly a fair statement of an image that he alone had created. Since he did nothing to change the image, one may reasonably wonder whether he may not have rather enjoyed it.

The main trouble with the image is that most of it was never true.

As an editor, for example, Mencken was far from insignificant. He fought ceaselessly for editorial freedom, and it was he who, when *The American Mercury* was banned in Boston in 1926 for the sin of having published the story "Hatrack," went to Boston himself, sold a copy of the magazine on Boston Common, and was promptly arrested for allegedly having contributed to the corruption of the morals of youth. After some legal maneuvering, Mencken was of course vindicated.

As for wanting to appear on the literary scene as a big shot, Mencken avoided the arena of New York as much as possible. Sometimes he had to be there, but he always commuted to Baltimore as promptly as possible, partly because he liked Baltimore, partly because a great many of his friends were there, partly because Baltimore was closer to what he often called the "immense protein factory" of the Chesapeake Bay area. Mencken did not have to try to be a big shot; clearly he was one. But he did want and need an audience, and for years he was fortunate in having one, through the magazines he edited as well as through his own articles, stories, and newspaper work. His need for the audience was always there, and in this connection he once remarked: "My writings, such as they are, have only one purpose—to attain for H. L. Mencken that feeling of tension relieved and function achieved which a cow enjoys on giving milk." If he felt that he was not being read, he was capable of publishing the kinds of generalizations that were almost guaranteed to bring reaction, including more letters to his home. Once, after surveying the Ku Klux Klan, the Methodists, the Baptists, and the Women's Christian Temperance Union, he wrote sadly that "we have the national mentality of a police lieutenant."

A CLOWNLIKE remark? Mencken made many of them, and apparently enjoyed the reaction. But people who should have known better sometimes took his clowning seriously, and one writer called him an advocate of the extreme anti academic point of view in the literary world. This was sheer nonsense, as Mencken's record clearly showed, but he never engaged in debates over such things. Once he had hurled his javelin, he was off after another target.

Critics who were asked to be serious about Mencken, and who ignored the fact that he sometimes played the fool for effect, sometimes used his "lack of culture" to cap their case. But this notion blithely ignored most of Mencken's life and work. Whatever one might say of him, he was an editor and a journalist of note. In addition to the writers already mentioned, he sponsored such people as James Huneker, James Branch Cabell, Joseph Hergesheimer, Eugene O'Neill, and Sherwood

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Anderson. He made it possible for American readers to know more of Havelock Ellis, Lord Dunsany, Ibsen, Strindberg, and Hauptmann. He spent many hours with members of the faculty of the Johns Hopkins University (he was something of a hypochondriac, by the way, and spent a good deal of time with Hopkins doctors), and he helped to organize the famous Saturday Night Club, a group of musical cronies who met each weekend for years to play music and drink beer. When he was not busy with one of these projects, Mencken found time to write some fifty stories of his own. He was certainly not an idle man, nor was he without culture.

Part of the attack on Mencken as a man without culture may have stemmed from the fact that when he was using his editorial skills to eviscerate some public figure, he often did so with real savagery, or with what seemed to be real savagery. It was sometimes hard to tell the difference between what he said and what he meant.

DID he mean it, for example, when he wrote that William Jennings Bryan at the Scopes trial was "surrounded by gaping primates from the upper valleys"? Some felt that he meant exactly that. He had said it, hadn't he? The United Brethren Church in Baltimore, hoping that he would see the light, at one time held public prayers in his behalf. As for seeing the light, Mencken more than once pointed out that, at least in his opinion, there was no conflict between his agnosticism or atheism and his feeling that churches could serve as useful forces in their communities. Once he told a friend that if his doubts about the hereafter should prove wrong, should he find himself brought up before some heavenly court of review, he could always bow his head and say: "Gentlemen, I was mistaken." However, lest any of his friends or readers should think he was getting soft, Mencken could, for example, borrow the white, initialed, and well-known car of a famous movie actor and park it outside a notorious brothel. Inside, on this occasion, he sat at the piano and pounded out "The Battle Hymn of the Republic."

Aside from such idiosyncracies and the confusion they caused, it is likely that at least some of the misconceptions about Mencken came from the fact that, professionally, he led two lives. There were those who knew Mencken only by reading him, or reading about him. Then there were those who knew him or worked with him, and properly thought of him as what the late Beardsley Ruml called "a power center."

Those who knew Mencken personally, and of course only a relatively few did, saw a man who was quite different from the public stereotype. His fellow reporters, for example, knew him as a man capable of prodigious output, who seldom had to do much rewriting, and who was as skilful at covering a fire as at flinging insults at public figures, especially politicians. He had what one writer has called an "athletic prose," and was apparently incapable of writing prose that was essentially dull.

The most difficult part of the Mencken stereotype to assess accurately is the picture of Mencken as a man wholly restricted to his time, engaged mostly with current events, a writer who had no "lasting influence." It is quite possible, of course, that men who knew or now know little about Mencken are nonetheless "moving to the measure of his thought," in the late Justice Holmes's phrase. And one may list the writers with whom he associated, such as George Jean Nathan, or those whom he sponsored or in some way aided. But it is still difficult to document the case if one is to accept "lasting influence" as being restricted to lasting *literary* influence. People want to know whether Mencken exerted any lasting influence on writers comparable to Hemingway or Faulkner; any influence on the theater comparable to that of Shaw or Sean O'Casey; any deep ground swell of influence on newspaper publishing or writing.

Trying to measure the influence of one writer on others is a shaky business, and this seems to be especially true when a writer is recently dead or when his own production is dwindling. It would be difficult, for instance, to make any definitive judgments today on the influence Somerset Maugham has had on other writers. There is no doubt, though, that Mencken's notoriety and presumably his influence dwindled considerably during the later part of his life, especially as the Depression set in. Mencken did not know quite how to deal with the Depression, for it was obviously not a set of circumstances that suited his kind of wit. At first he seemed to deny that the Depression existed, although later he was to strip off his overcoat and give it to a tramp he found standing miserably in Times Square. Mencken did not have the equipment of an economist, and his own style did not seem to fit the problems of the day. Younger writers were coming along, and some of them, Depression victims themselves, were inclined to regard Mencken historically rather than as an idol. Mencken kept writing, but the old zest was gone. He was still writing—for nothing could keep him from that—in 1948, when he suffered a cerebral hemorrhage that halted his writing career. A serious heart attack followed in 1950. The period between then and his death in 1956 was met with forti-

(*continued on page* 71)

"Please—let's have a pleasant evening! Just for once, stop trying to replace H. L. Mencken!"

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Scholars Are Cautious Critics

By Granville Hicks

NOT SO long ago most professors of literature were proud of their detachment from the present, and the more remote their fields of specialization the happier they felt. This is no longer true. More and more young men and women write their theses on contemporary figures—partly, of course, because, as Ph.D. candidates have multiplied, thesis topics have become hard to find. Courses in contemporary literature, once a rarity, are now included in most college curricula. And there is a stream of books and articles on contemporary subjects from the academic groves. In view of all his activity, it is strange that until now, with the publication of Leonard Casper's **"Robert Penn Warren: The Dark and Bloody Ground"** (University of Washington Press, $4.75), there has been no book on Warren. He has written half a dozen novels, most of them popular; recently a volume of his poetry was given a Pulitzer Prize; with Cleanth Brooks he has written several influential textbooks; and he has tried his hand at drama. Perhaps one reason he has been neglected by the academic critics is that his position in American literature is by no means clearly established: he has been praised and he has been damned and he has been sneered at. But this is exactly why a full-length study could be helpful.

Professor Casper, who teaches at Boston College, has gone at the job in a systematic fashion. After a foreword, in which he deals with the critics of Warren and their shortcomings, he discusses Warren as a Southerner, as a New Critic, and as an Agrarian. These chapters examine in fair detail Warren's activities as one of the Fugitives, the young poets—John Crowe Ransom, Allen Tate, *et al.*—who were at Vanderbilt University in the Twenties. They show us his starting point.

Casper proceeds by writing about Warren's criticism, poetry, biography and fiction, and drama. The topical method has the obvious advantage of showing Warren's progress in each of the forms he has used, but it has the equally obvious disadvantage of obscuring his general development. Casper does allude to parallels between poems, say, and novels, but there is no clear line to follow.

The author deals conscientiously with Warren's critical theories and practice, showing that he has been more flexible than most of the New Critics. The chapter on poetry is full, with detailed comments on many poems. The next chapter, which occupies almost half the book, begins with Warren's early biography, "John Brown: The Making of a Martyr," and Casper does not seek to gloss over Warren's prejudices. Thereafter he deals with the short stories and novels. (The body of the book was apparently finished before "The Cave" was published, although there is a reference to it in the foreword.) Casper gives a detailed summary of each of the novels, and, though these summaries grow a little tedious, they do show that he is a careful reader. All in all, Casper's treatment of the fiction is both fair and perceptive. He is not blind to weaknesses, but he has none of the captiousness of which many critics of Warren have been guilty.

IN HIS concluding summary Casper makes much of the fact that Warren has never been a follower of literary fashions. This is true, but it seems to me unfortunate that, while giving an excellent account of what it is Warren has done, Casper has been diffident about attempting the task of evaluation. I don't mean that Warren has to be given a grade, but I do think there should be some attempt to measure the size of his achievement. Though comparisons can be dangerous, I should like to know what Casper would have come

up with if he had placed Warren side by side with Faulkner. Warren is a difficult writer to assess, but I wish Casper had been bold enough to attempt the task.

Unlike Warren, Graham Greene has been given considerable critical attention, and several books have been written about his work. Francis Kunkel, author of **"The Labyrinthine Ways of Graham Greene"** (Sheed & Ward, $3.50), teaches at St. John's College in Jamaica, and the study is based on a Columbia Ph.D. thesis. After discussing Greene's travel books and essays, Professor Kunkel settles down to the fiction: first the early novels, then the entertainments, and then the Catholic novels. There is a short chapter on Greene's two plays.

Kunkel is a dogged sort of critic, given to laboring his points. He writes badly, sometimes out of pure ineptitude, sometimes out of a taste for journalistic effect. (For instance, he says of "Our Man in Havana": "In any case, both the book and the movie have enough comic shot and shell to splinter the most formidable funny bone.") His meaning is not always immediately clear, although in the end one can make out what he is driving at.

As Kunkel has little difficulty in demonstrating, Greene's work is all of a piece. Certain preoccupations that appear in the first novels and the early travel books can be found in all his work. On the other hand, Kunkel holds that there are important differences between the pre-Catholic and the Catholic novels. It is to the latter that he devotes most of his attention, and, though he is careful to discuss them in literary rather than theological terms, he does not neglect theology. He accuses Greene of neo-Calvinism, and speaks regretfully of his distrust of happiness. On the other hand, he refutes the charge that Greene is too complacent towards the sins of the flesh. He is also careful to defend "The Quiet American" against certain sorts of political criticism.

Although Kunkel compares and contrasts Greene with other Catholic novelists such as Waugh, Mauriac, and Bernanos, he does not really come to grips with the problem of the Catholic novelist as such. That dogma may create difficulties for the writer of fiction is seen clearly enough in the discussions of particular novels, but Kunkel does not ask the larger questions that suggest themselves. Has not a Catholic novelist made commitments that restrict his freedom when he concerns himself, as Greene so often does, with matters of faith? Is he not in a more vulnerable position than such a writer as Robert Penn Warren, who is equally preoccupied with religious issues but is not bound to a body of dogma?

Both Kunkel and Casper, then, tend to be cautious, and of course caution is one of the qualities commonly and often justly attributed to academicians. In the critic of contemporary literature it is no virtue. There can be no certainties in dealing with a contemporary figure, no chance of final judgment. It is through the conflict of opinions, boldly expressed, that we may arive at a working evaluation.

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NATIONS IN TRANSITION

The Independence Explosion

—*From the book.*

"The time, the present; the man, Ethiopian; the mien, timeless and universal."

"Tropical Africa," by George H. T. Kimble *(Twentieth Century Fund. Vol. 1, 441 pp. Vol. 11, 603 pp. $15 the set), concludes that without massive foreign investment there can be no hope for a solvent or peaceful Dark Continent in the near future. T. Walter Wallbank, professor of history at the University of Southern California, wrote "Contemporary Africa: Continent in Transition," "India in the New Era," and other works.*

By T. Walter Wallbank

A NEW and distinctive region has emerged in world geopolitics within the past decade: dynamic and explosive tropical Africa, bounded on its north by the Sahara and to the south by the independent and European-dominated Union of South Africa. In size nearly twice that of continental United States, with a population of 167 million Africans, together with an additional million peoples of other races (mainly European), tropical Africa presents a complex, bewildering panorama of human groups, climatic and physical conditions, and—above all—runaway change.

In the 1920s and 1930s the rivulets of change were just beginning to form and trickle. There was little nationalist agitation. Colonial administrators placed their wards in the category of backward children, and in the pockets of white settlement Europeans talked of White Man's Country and lived rather like medieval lords among their docile serfs. But in little more than a decade this old Africa has been obliterated. Thousands of Africans have had higher education, and a new middle-class elite has emerged. Most important, close to a majority of the more than 160 million inhabitants have achieved political independence, with the remainder soon to follow.

This independence explosion will have world-wide reverberations. Americans in particular must be better informed on African affairs than in the past. Therefore, the Twentieth Century Fund is to be congratulated for subsidizing the writing and publication of Professor George H. T. Kimble's survey "Tropical Africa." Apart from the encyclopedic and more technical "An African Survey," by Lord Hailey, these volumes constitute the most useful and comprehensive study available on this area. In its preparation the author—currently chairman of the Department of Geography at the University of Indiana—made three extended field trips and had at his disposal working papers provided by some forty-six specialists on African affairs.

The first volume surveys the environmental background of the new Africa: its conditioning and limiting factors of climatic and land features, mineral and agricultural resources, communications and industrial development. In Volume II the author scrutinizes the nature of social change there, with all of its tempestuousness, its lack of planning, and its inordinate desires. Dr. Kimble tends to believe that much of it is superficial, that "Western culture is at best a thin veneer," and that few Africans have been changed in depth. Old beliefs and loyalties still persist, and attesting this is the sinister recrudescence of tribalism. Recent events in the Congo show that group loyalties could break apart the old colonial entities, leaving in their wake tragic fragmentation.

Professor Kimble discusses the colonial policies of the imperial powers, the origin and nature of the new nationalism, and the characteristics of the present leadership elite, in whose hands the destiny of tropical Africa resides. Analyzing the assault upon ignorance and disease, he finds that for both there will be insufficient funds. Just to provide mass schooling on the elementary level will necessitate substantial assistance from the outside. And there yet remains the gargantuan task on the secondary and university levels.

Much of the African problem comes down to the tremendous need for investment capital. Since 1945 Britain and France have made available large sums of money; only a trickle has come from such sources as the United States and the U.N. The conclusion is inescapable: without massive foreign financial assistance there can be no hope for a progressive, tranquil, and stable Africa in the immediate future.

THESE volumes exemplify the trend toward more objectivity in the field of colonial studies. Independence is not seen as a panacea for Africans, who "will have to settle for something less than self-rule and riches." The difficulties encountered by former European colonial powers as they established order and implemented their policies are treated more sympathetically than has usually been the case. What was done or left undone is described without recrimination. Perhaps the educated African will not be pleased with this approach. There is no reference, for example, to the Golden Pre-European Age that African nationalists are trying

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so hard to conjure up. To the author there was little or nothing smacking of civilization before the coming of the white man.

Successful as it is, this study might have added a dimension of usefulness if there had been a chapter dealing with the new role of Africa in world affairs. After considering a host of problems, the author ineffectually concludes that with "statesmanship—indigenous and alien—it should not prove impossible to bring into being cohesive, viable [African] states."

Nevertheless, this work is a itmely and authoritative survey, graphically written with a nice eye to style. And the photographs by Omar Marcus do much to catch the dynamic spirit of emergent Africa.

Politics and Fetishes

"The Emerging States of French Equatorial Africa," by Virginia Thompson and Richard Adloff *(Stanford University Press. 595 pp. $8.75), and* ***"Independence for Africa," by Gwendolen Carter*** *(Praeger. 192 pp. Hardbound, $4.50. Paperback, $1.65), illuminate the more shadowed peoples of a puzzling continent and weigh on the political scale its infant nations. The author of many books, Emil Lengyel is professor of history at Fairleigh Dickinson University.*

By Emil Lengyel

THE DARKEST part of Africa is our ignorance of it. Some of the least-known sections of this vast darkness are in the former French Equatorial Africa, now members of the Communauté headed by France: the Central African Republic, the Republic of Chad, Gabon Republic, and the Republic of Congo. The area usually rates but a few sketchy pages even in authoritative reference volumes. However, the magisterial study by Virginia Thompson and Richard Adloff draws upon a remarkable number of sources for full-bodied information about all aspects of this region—economic, political, cultural, social. The book is encyclopedic. Miss Thompson and Mr. Adloff are the authors of a similar volume on former French West Africa and several other excellent studies on regions and problems of Southeast Asia.

French Equatorial Africa first broke into world news at the beginning of World War II when it parted company with all the rest of the French colonial empire to make common cause with the Free French movement of General Charles de Gaulle. It was a Negro, Felix Eboué, governor of Chad and later governor general of Equatorial Africa, who provided the territorial core of the Free French movement. From the heart of Africa the Allies were thus in a position to line up the Middle East and the Mediterranean littoral for the crucial battle at El Alamein, where the Axis was defeated.

The authors throw revealing light on many important phases of African life, as, for instance, the missionary movement in the desert and the bush. Official French attitude toward the missions was ambivalent. Pre-Second World War France—the Third Republic—was anticlerical, and therefore not too friendly to the missions. Although the colonial governors considered the missionaries as propagators of the spirit of France, at times the missionaries' work in the bush and desert produced some exotic cults. The cross, in certain instances, became a tribal totem, with Christ a member of the native pantheon of divinities. And a recent convert proclaimed himself the Son of God.

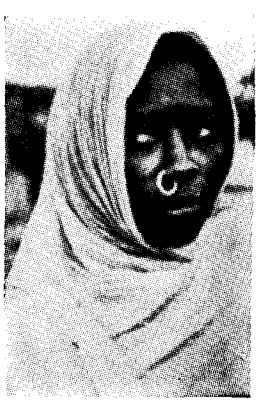
Some converts turned the Protestant concept of individual responsibility into party slogans of political emancipation. They protested that their obedience was not to any earthly authority, but solely to God. For this reason many French employers frowned upon the missionary activities, which tended to create a class that considered itself superior to the animist and fetishist rank and file.

The spread of Islam has been notable in this region too, the authors remind us, as it has been elsewhere south of the Sahara—and this in spite of the fact that Christian missions expend far more effort and funds. There are several reasons for this development. Christianity is associated with colonialism in many native minds. Furthermore, Islam accepts polygamy while the Christian creeds try to encourage monogamy. Islam has no generally recognized clergy, a body the natives are inclined to regard as the spiritual arm of the secular authority. The world of the animists and fetishists is crowded with fearful ghosts of kin and foe, with the evil spirits of natural forces. Islam rids its followers of this incubus by providing an easily understandable and uncomplicated religious way of life.

The slender volume by Gwendolen Carter is a *tour d'horizon* of much of Africa, in which she traveled and about which she has written before. Politics is Professor Carter's main interest, and she explores many of the parties mushrooming in the lush soil of the continent. Today Africa has been caught up in the nationalist whirlwind and therefore the current event of yesterday is ancient history today. The *immobilisme* of the past has yielded to a frightening dynamism, the manifestations of which are evident on nearly every page of her book.

One of Dr. Carter's previous works dealt with the politics of inequality in the Union of South Africa. Indeed, her *bête blanche* is the race-intoxicated Afrikaner of the Union. She is not much less critical of the white supremacists of Southern Rhodesia but is more hopeful about Tanganyika and Kenya, which

High fashion in Equatorial Africa: (left) young lady from Chad, (right) belle from Senegal.



—From "Tropical Africa."

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are both under seasoned native leadership. In West Africa she paid close attention to the newly emergent countries, such as Guinea and Ghana. After Sécou Touré of Guinea had made his people vote *non* to the French proposal of joining the Community, France stripped the country of nearly all those skilled, including medical doctors. The French thereby played into the hands of the Eastern bloc, which hastened to fill the void. Ghana's Kwame Nkrumah told the author that he would like to have the equivalent of "Her Majesty's Most Loyal Opposition" of Great Britain, but not opponents who want to kill. He also told her that the tribal chieftains have a place in his scheme of government, presumably as organs of the central authority.

"Independence for Africa" is particularly revealing where it deals with regions about which little has been written of late. One of these areas is Angola, Portugal's sprawling colony facing the Atlantic. Even more than in the Union of South Africa, here the white is the absolute master of the black. Compulsory labor for the natives spares neither sex nor tender age. Moreover, Portuguese immigrants, many of whom were unemployed at home, are moving into the region in increasing numbers, occupying the choicest spots. Portugal is proud of the fact that assimilated natives enjoy the rights accorded to the whites. But, as Professor Carter points out, only one-quarter of 1 per cent qualify as *assimilados*. In all of Africa the Portuguese territories have been uncannily quiet. Will they be swept by the whirlwind? Will they revolt? Probably they will want to revolt, a Portuguese official told the author, "but we shall be ready for them."

When Dr. Carter visited this part of Africa the adjacent Congo had not yet erupted into collective insanity. She had the impression then—a few months ago—that an independent Congo may make the colonial rulers' position in the Portuguese areas, in Rhodesia, and Nyasaland untenable. Since then, however, the Congo has made the racial diehards exult.

At the time the author was in this region the auguries were good for movements of integration. There was then a Mali Federation: Senegal and the Sudan. The Federal Party, the dominant political group within Mali, was organizing other French West African territories. The four republics of French Equatorial Africa were seeking to establish a constitutional union among themselves. Today the tide has turned. Serene as the skies of much of Africa may be, the political horizon is filled with dark clouds.

Apologia for Castro

"Listen, Yankee: The Revolution in Cuba," by C. Wright Mills *(McGraw-Hill & Ballantine. 192 pp. Hardbound, $3.95. Paperback, 50¢), throws its weight with the Cuban revolution in opposition to America's official position. The author of "Fidel Castro: Rebel—Liberator or Dictator?," Jules Dubois of the Chicago Tribune is dean of the American correspondents in Latin America.*

By Jules Dubois

C. WRIGHT MILLS is listed as a member of the Fair Play for Cuba Committee. This group was established to defend and promote Fidel Castro's revolution, which has been delivered with braggadocio to the Communists and which has placed Cuba solidly in the Soviet bloc.

Last August the professor of sociology of Columbia University was given a conducted tour of Cuba, invited by the committee of which he is a member. The result is his "Listen, Yankee: The Revolution in Cuba." Tedious and repetitious, the book reads like translations of Castro's interminable and paranoiac brainwashing tirades against the United States. It is replete with all the distortions and untruths about relations between the United States and Cuba that have been printed in the Communist Party press for more than twenty-five years and which have been insistently echoed by Castro and his comrades for the last year and a half. With absolutely no attempt at objectivity, Mills parrots the absurd accusations that the United States press has been unfair to Castro and Cuba and that no American journalist knows how to report the impact of a revolution.

There are in fact few truths in these alleged "letters" from Cubans to a Yankee, which is the style employed by the author to present his case; instead, they bulge with half-truths, complete distortions, and outright untruths.

Mills leaves no doubt about which side of the fence he is on when he writes:

> I cannot give unconditional loyalties to any institution, man, state, movement or nation. My loyalties are conditional—upon my own convictions and my own values. And in this matter, both of these lie more with the Cuban revolution than with the official United States reaction to it.

When he states that "the Cuban revolution, unlike the Russian, has, in my judgment, solved the major problems of agricultural production by its agrarian reform," Mills is selling the American people a bill of goods that the facts fail to substantiate. The agrarian

(*Continued on page* 36)

Your Literary I. Q.

Conducted by John T. Winterich

DATEBOOK

Ten authors have made an equal number of appointments for a variety of activities. To find out who did what and when Robb McKenzie of Newark, New Jersey, asks you to match the two columns. Answers on page 36.

1. "Morning's at Seven"	( ) John W. Aldridge
2. "Breakfast with the Nikolides"	( ) Truman Capote
3. "The Garden Party"	( ) T. S. Eliot
4. "The Cocktail Party"	( ) Rumer Godden
5. "The Dinner Party"	( ) Lillian Hellman
6. "Breakfast at Tiffany's"	( ) Frances Parkinson Keyes
7. "The Children's Hour"	( ) Katherine Mansfield
8. "Dinner at Antoine's"	( ) Claude Mauriac
9. "The Party at Cranton"	( ) John O'Hara
10. "Appointment in Samarra"	( ) Paul Osborn

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With a Dash of Sky

"Spring Song and Other Stories," by Joyce Cary *(Harper. 285 pp. $3.95), reveal in their variety the indomitable spirit, the humor, and the tenderness of the author. Aileen Pippett, whose biography of Virginia Woolf is entitled "The Moth and the Star," frequently comments on contemporary fiction.*

By Aileen Pippett

ALL JOYCE CARY'S stories that have appeared under his own name, and four not previously published, are collected here. Most of them were written in the last five years of his life, when he was already suffering from a painful disease that was relentlessly imprisoning him in his bones. He was at work on this book during his last tormented months. But there is no shadow of death over these pages. They exude vitality, they are flooded with light, they convey feelings of vigor and joy. Cary himself chose the story that should give the book its title, "Spring Song." What a magnificent gesture of affirmation of faith in ever-renewing life.

The stories fall roughly into three groups. Some have an African background, drawing on Cary's experiences as a young man in Nigeria and recalling "The African Witch" and "Mr. Johnson." Others deal with the oddities of ordinary life in England, reminding us of "Herself Surprised" and "The Horse's Mouth." Last, but definitely not least, there are his incomparable studies of children.

"Spring Song" is one of these. Short, gay, minutely observed, tenderly told, it discloses the warmth of his nature and the acuteness of his mind. It also shows very clearly Cary's basic attitude to his art. He was concerned not only to make a point but to paint a picture; to use words in order to make the reader hear, feel and, above all, see.

The predominantly pictorial aspect is obvious in this amusing episode about children in a park. A little boy and girl are in the charge of an elder sister, who becomes impatient with their dawdling and their nonsense. They join forces against her. Like colored balloons, inflated with life, they dance and collide and roll about in laughter.

—*Mark Gerson.*

Joyce Cary—"faith in ever-renewing life."

Order being forcibly restored, the boy resumes his private game of swaggering in his new clothes, and the little girl turns her dramatic gifts to imitating Authority, in fierce but unconscious satire, by scolding her doll. "Lie down, Vera, or I'll give you such a smack on your poly."

This charming story is vividly convincing not only because it is observably true but because Cary has skilfully contrived to center his picture at the eye level of young children. First he dashes in a bit of sky, "as blue as winter milk," then shows us the big girl, whose nose is magenta because of the east wind; and then we are down with the little ones, to whom the daffodils in their fenced beds are as tall as if stuck in vases in a florist's window. For them negotiating a doll carriage that has lost one wheel calls for considerable skill and muscular effort. A passing soldier who raises one hand to push his cap back from his forehead indicates heights of no immediate interest to them. The heart of the picture is down in the world of their strenuous play at being powerful and grown-up.

The drama of big and little, strong and weak, aware or deluded, is Cary's constant theme. A pony (sheer horse, like D. H. Lawrence without the palaver) fords an unnavigable river in the Cameroons, a Mohammedan sergeant talks with his young Irish officer under the tropical stars, a businessman tries in vain to retire, children play at weddings or funerals, a widower who remarries to get a capable housekeeper finds himself exasperatingly in love with a wife who is prey to anyone needing practical help, a baby wets on a carpet and this outrage against property and decency turns a children's party into a dancing riot of rebellion against accepted order.

Some of the stories, such as "Buying a Horse," are uproariously farcical, but many have serious overtones. A boy ponders on the strangeness of his teacher being distressed by his unthinking mischief. Another boy turns the tables on vulgar, stupid hoaxers by denying that he has seen their fake ghost. It was real, he tells his little sister, but we won't say so; they would only laugh. A poignant parable of courage — innocence defeating witless cruelty.

Even more memorable is "The Limit." A frisky puppy, "cavorting like a lion in the royal arms," causes a traffic accident in which a child is killed. An enraged crowd turns to rend the wretched motorist involved, but the child's mother deflects their wrath by asserting it was nobody's fault. Without words they understand why she refused to blame anybody. "She can't take any more bitterness." Here sounds the authentic voice of the suffering man who will, to the end, defy despair.

This book, then, gives us more than pictures of imagined characters and scenes; it shows a portrait of the writer himself. When the time comes for critics and teachers to fix Cary's place in the hierarchy of letters, "Spring Song" will provide valuable evidence of his stature and his methods. Meanwhile it will be for every alert and sensitive reader a source of endless joy.

FRASER YOUNG'S

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Answer to Literary Crypt No. 907

A newspaper is a circulating library with high blood pressure.
—ARTHUR BAER.

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A Midas in Reverse

"This Sporting Life," by David Storey *(Macmillan. 243 pp. $3.95), tells how an ambitious factory worker finds room at the top in professional rugby. Keith Waterhouse wrote "Billy Liar."*

By Keith Waterhouse

THE MINERS' sons are keeping busy these days, beavering away there in the chunky substratum and sending up one slice of life after another. The latest faceworker on the craggier seams of literature is David Storey, son of a Yorkshire pit deputy, who gives us an account of life in a North of England industrial town. This is by now a familiar locale to American readers, but the background—the world of professional football—probably isn't. Rugby football, that is; not the Tom Brown's school days version (although God knows that was rough enough) but the tougher, bitchier, backbiting game that is played in the West Riding on frost-hard clearings between the mills and the cooling towers.

Arthur Machin, working on a lathe, decides that he is meant for better things. (Who doesn't when the miners' sons are writing?) He gets £500 down for signing professional forms; and, while not buying happiness, the money at least purchases a television set, a car, and a cheap fur coat. With these tawdry offerings he woos his tawdrier love, a washed-out widow with two kids, in whose drab, pathetic home Machin is a lodger. He is the little hero; people recognize him in pubs, and local industrialists—the patrons of the game—jostle for his favors. Yet he is a kind of Midas in reverse; everything he touches turns to dross. He cannot catch the elusive beams of love or tenderness or whatever it is that makes little heroes happy. His tepid affair whimpers to a stop and he goes back to his football.

Love considered as a gray waste, a length of shoddy; this is something that Mr. Storey brilliantly evokes. But he is not so confident when it comes to filling in the rest of the picture. His portrait of the local idol is not complete. He concentrates perhaps too much on the feet of clay. We don't catch the first flush of pleasure at being recognized in a crowd or at getting fan letters or at being shouted at across the street. And the game; Storey describes the game and it's all there except the crunch of cinders underfoot, the icy clouds of breath, and that peculiar feel of *Saturday* which is so much a feature of the North. The author's descriptive prose is, as a matter of fact, pretty flat for the rolling landscape at his disposal. I have a feeling—because the book has so many jagged edges to it—that Mr. Storey has pared his novel down from a much longer manuscript, and I wouldn't be surprised if he has cut some of the best bits out. On the other hand, there are a few "Room at the Top" touches that could have gone, and a surprising "Lucky Jim" relic—a scene in which Arthur dines in a posh restaurant in his football boots—that I wish he had omitted. But Mr. Storey's working-class dialogue is superb, and his picture of a small-town society is just right. In fact, as one of those slices of life that keep coming to the surface, it's good.

Mr. Storey has a real live talent, which he seems to be chasing through these uneven pages. In his next novel he will probably catch it, pin it down, and with it produce something that is memorable.

ELEVENTH-CENTURY AUVERGNE: In her remarkable first novel Chloe Gartner manages a large cast of characters like a veteran; the construction, at first sight sprawling, by the last page reveals a sturdy architectural plan. As a novel **"The Infidels"** (Doubleday, $4.95) is a well-made work; as history it is less satisfactory.

We are shown two noble sisters of eleventh-century Auvergne, destined by feudal custom to marry strangers chosen for them. There is talk of the new venture of a crusade; everyone takes the vow; women go with their husbands or follow later; a few survivors see Jerusalem in Christian hands. The author depicts the whole expedition as a bloody shambles.

Now the First Crusade, because it was a novelty, suffered from divided aims. The Byzantine emperor Alexius wanted Western mercenaries to protect him from the encroaching Turks; Bohemund, prince of Tarentum, wanted a realm in the East; Robert of Normandy, and many other knights, wanted to fight the good fight because fighting can be good fun; devout pilgrims wanted to free the Holy Sepulchre; sensible statesmen thought more of freeing the industrious and taxpaying Christians of Asia.

—Erich Hartmann (Magnum).

David Storey—"one slice of life after another."

After much avoidable hardship and bloodshed the crusade achieved all its objectives. The Turks were pushed back, Bohemund ruled Antioch, Robert of Normandy won renown, the Holy Sepulchre and many rich towns of Christian Asia were liberated. There were heavy casualties, but there was something to show for them.

However, Mrs. Gartner's characters might well have been unhappy if they had remained at home in Auvergne, for they seem curiously ill-adapted to their environment. To them eighteen miles is a long day's ride; in bad weather they cannot travel at all. They grumble incessantly because their houses are cold and full of fleas. The ladies resent being compelled to marry strangers. But until a few centuries ago all our ancestors married strangers, and this is still the custom over the greater part of the world. Surely the Sacrebois sisters would have made a better job of the life they had been reared to expect—instead of jumping from bed to even incestuous bed in their search for ideal partners.

The author believes strongly in the superiority of oriental civilization. Today the amenities of France are better than those of Syria; there is no reason to suppose conditions were different in 1098. Mrs. Gartner judges Christians by their practice and Moslems by their professions; but does not mention that Islam teaches the obligation of Holy War against all unbelievers. Furthermore, it is naughty to speak of friars more than a century before St. Francis.

On the other hand, these implausible adventures befall real people, completely convincing to the reader. A sound novel, based on very shaky history. —ALFRED DUGGAN.

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The Quality of Mercy

"Let My Heart Be Broken," by Richard Gehman *(McGraw-Hill. 245 pp. $4.95), and* ***"The Man Next to Me: An Adventure in African Medical Practice," by Anthony Barker*** *(Harper. 175 pp. $3.50), concern the endeavors of dedicated people to rehabilitate the suffering underprivileged. Kenneth Scott Latourette is Sterling Professor of Missions and Oriental History, Emeritus, at Yale University.*

By Kenneth Scott Latourette

HERE are two books, strangely alike and yet different. Both are accounts of Christian missions. But one gives rapid glimpses of scenes and people in many countries through the eyes of a journalist, while the other is autobiographical, relating the history of an Anglican missionary and his wife among the Zulus in a particular section of one country, Natal. Each is vivid, so much so that it is hard to stop reading until the last page.

"Let My Heart Be Broken" is concerned with the undenominational enterprise called World Vision and its creator, "Bob" Pierce. It takes its title from a quotation that gripped him: "Let my heart be broken with the things that break the heart of God." Pierce, a Baptist clergyman now in his mid-forties, was earlier associated with Youth for Christ, an evangelistic movement directed to teen-agers. Sometime in 1949 or 1950 he was impelled to reach out to the suffering underprivileged in the entire world. In the past decade he has distributed more than five million dollars to assist 250 projects in twenty-five countries. Apparently somewhat sceptical at the outset, Richard Gehman accompanied him on a journey that covered most of East and South Asia; he ended his trip breathless and exhausted but entirely convinced.

In his vignettes we see an Irish woman who devoted herself to rescuing Japanese girls who were being sold into prostitution, and to bringing to condemned war criminals in Tokyo a faith that gave them radiant peace as they went to execution. There are deeply moving accounts of orphanages in Korea; of attempts to relieve the lot of beggars—scantily clad in bitter winter weather—whose only home is a noisy, roofless, cement-block enclosure; we read of an asylum for lepers and of a Hope Boys' Town for delinquents. Taiwan, Hong Kong, Thailand, Burma, and India provide variations of the story. Everywhere ministry to physical needs is combined with efforts, frequently successful, to bring to those served a transforming, sustaining Christian faith.

"The Man Next to Me" reports the day-by-day experience of an English physician-surgeon and his wife, also a doctor, who at the end of World War II went to Zululand, a reserve for Africans in Natal, as missionaries of the (Anglican) Society for the Propagation of the Gospel in Foreign Parts. They were put in sole charge of a tragically underequipped hospital, which they were later to improve. However, physical healing entailed not only hospital care but also journeys, sometimes fruitless, of one or more days over difficult terrain. Eventually the Barkers learned the Zulu language, became familiar with Zulu attitudes, and won the confidence of the community they served.

We perceive the relations between white farmers and their African employees and tenants, the sorrows and tragedies of Zulu life, the difficulties created by the prolonged absence of husbands on contract labor in the mines, the merciful understanding of white courts concerning Zulu murderers. We are told about the witch doctor, the prominence of hysteria in scores of illnesses, and the longing of Zulu women for children.

NO ROSY picture is painted of the Zulus, of the character of the Christians, or of the heroism of the missionaries. The final chapter squarely considers the future of missionary hospitals in competition with those of the government, which enjoy much larger financial support. Because of the unvarnished realism and the ironic humor with which the doctor discusses himself and the Zulus, the reader leaves this book with profound admiration for both the author and his wife, and shares in their conviction that what they are doing justifies their sacrificial devotion.

The World's Dispossessed

"Bring Forth the Children," by Yul Brynner *(McGraw-Hill. 152 pp. $4.95), asks that we use some of the billions now spent on arms to succor fifteen million refugees. Wilson Sullivan, former editor on the Boston Globe, is assistant editor of the Winchester, Mass., Star.*

By Wilson Sullivan

CAMP refugees bury their dead secretly to retain their ration cards. Fifty thousand Chinese children are homeless in Hong Kong. In Africa and the Near East 200,000 Algerian refugees, 85 per cent women and children, sleep in mud huts rather than on open ground, if they are "lucky," while 500,000 dispossessed Arabs comprise one-third of the population of Jordan.

These facts are offered at the climax of World Refugee Year by Yul Brynner in "Bring Forth the Children."

This compassionate book from the King of "The King and I" is an impressive, if impressionistic survey of the world's fifteen million refugees, whose careers began with bombs and guns, and whose lives, suffered from Tunisia to Tibet, embrace a "continuing hell."

As a special consultant to the United Nations Commissioner for Refugees, Mr. Brynner was assigned in 1959 to visit these camps, scattered like "human refuse heaps" across the world. His conclusion: we must bring forth the children from these pits of debasement and disease because, as tomorrow's adults, the children will help make our world, and because, unlike many of their embittered fathers, they remain capable of readjustment.

Mr. Brynner's book is enriched with photographs by Inga Morath and himself. Unmannered, the pictures incorporate the fear, the vacuity, the bold joy of these "forgotten people": a tubercular baby; a little blonde girl standing, head down, before the great

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—*From "Bring Forth the Children."*

Above: "Mother awaiting doctor's verdict." Below: "Boys of Hope Orphanage . . . cobble their own shoes."

gray door of Camp Ludwigsburg; the awed, sere faces of young and old watching a Christ play.

Yul Brynner believes World Refugee Year is a good time to remember these things: little Nina in her Austrian hovel, clutching a decrepit doll; the hunger of Arab children for education, so great that they read while roaming on beaches; the terror of the refugee suddenly free to enter the "outside world," afraid of what it may hold, clinging to the "security" of his rotting barracks, his communal toilet; the ultimate derangement of refugees who succumb to alcohol, harlotry, or suicide; the whole, hateful lives of men who have little more than their names, their language, and their memories. So wretched is their estate, Brynner reminds us, that in 1956 Hungarians who had languished in Austrian camps since 1945 returned home in order to "escape" to the West to avail themselves of the free world's sudden access of cold war charity.

What can we do? "If," asserts Brynner, "everybody would give me fifty cents for each child of his or her own . . . I could close practically every camp in Europe." After all, he suggests, we are responsible. "The refugees did not choose their lot. They are the result of the world's madness." We are responsible for the hollow men, old at forty-six, for the eighteen unrelated people who crowd into a single Near East room, for the lonely who huddle around their cook stoves for warmth.

Possible solutions, in addition to fifty cents? CARE, certainly, says Brynner, CARE, and repatriation, and emigration, and integration in the country of asylum, and more compassionate immigration laws. And perhaps, too, we might note that immigration frequently involves a certain reciprocity, as in the case of refugee Albert Einstein.

But above all, Brynner asks, can we not use some portion of the billions we now spend on arms to end the long night of the world's dispossessed? Can we, in our two-car affluence, help the boy who, when asked if he had a home, replied: "Yes, but we don't have a house to put it in."

Memory of Torment

"Night," by Elie Wiesel; *translated by Stella Rodway (Hill & Wang. 116 pp. $3), and* ***"The Saving Remnant: An Account of Jewish Survival," by Herbert Agar*** *(Viking. 251 pp. $5), tell from different viewpoints the story of those who survived the horrors of Nazi persecution. Itzhak Ivry, an Israeli, writes about literature and the Middle East.*

By Itzhak Ivry

CHILDREN'S shoes are a touching sight when piled up in a concentration camp storehouse, and a child's reaction to the twentieth century's greatest calamity is especially poignant. This may be why "The Diary of Anne Frank" emerged as one of the most unforgettable documents of the period. A child's response to life in the Oswiecim (Auschwitz) concentration camp is presented by Elie Wiesel in "Night," which was written originally in French and has been ably translated into English by Stella Rodway. It contains a moving foreword by François Mauriac, who was stunned when—after remarking, "How often have I thought of the children in the concentration camps"—he heard Mr. Wiesel reply quietly, "I was one of them."

Mr. Wiesel was but a child, a deeply religious one, in the Hungarian Jewish community of Sighet when the maelstrom of war and destruction threw him into Oswiecim. And he was naïve—but not more naïve than most of the members of his community. "The Germans were already in the town," he recalls. "The Fascists were already in power. The verdict had already been announced. Yet the Jews of Sighet continued to smile. . . ."

For, despite all their sufferings in the past, the Jews of Europe believed in God and humanity. To the very last moment they could not comprehend that Hitler's command could be true and, if true, could be carried out to the letter in the face of a silent world. They, who had endured so many persecutions in the past, could not conceive the full force of the devil in power. In this sense they were no less naïve than their children, with whom they marched to their doom.

Stories by the victims of the Nazis are often strikingly similar because of the fact that the genocide was, by its very essence, such a uniform and orderly operation, marked by typical qualities of German discipline: robot-like obedience and quiet efficiency in carrying out the cruelest of orders.

And yet there is a unique quality in the experiences of a child in hell. Mr. Wiesel writes in short, staccato sentences, in the simplest words, and in a relentless, self-denying effort to tell the whole truth as he saw and felt it, moment by moment, day by day. One of his most shattering reactions was loss of his belief in God. Another was his shame over wanting to continue living at any cost. At any cost? It seems that the child, through all his tribulations, was never ready to purchase his life at the cost of sacrificing his father's. The Yeshiva boy who felt robbed of God's mercy never gave up the commandment "Honor Thy Father." A single betrayal of a stumbling father by a son during the hunger march in the last stage of the war shocked Elie Wiesel more than Nazi cruelty or the Hungarian Fascists' callousness towards their Jewish neighbors in Sighet. His book deserves to be read by everyone who is deeply concerned about the future of civilization.

Those Jews who, like Elie Wiesel, survived, owe much to one of the greatest relief endeavors in human history—that of the Joint Distribution Committee, whose activities have been financed since 1939 through the United

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Jewish Appeal. Herbert Agar, an excellent scholar and essayist (his "The People's Choice" won a Pulitzer Prize), was moved to write about the organization after a recent trip to Israel. What he heard from the remnants of European Jewry gathered there so impressed him that he decided to study at closer range the past activities of the American J.D.C. The result is an absorbing work written with the thoroughness of a scholar and the lively approach of a sensitive observer and humanist. None of the horrors of World War II are specifically depicted in his book, yet "The Saving Remnant" conveys the drama and the stark tragedy of a world in convulsion and of an ancient people and culture destroyed by a maniacal, twentieth-century tyrant.

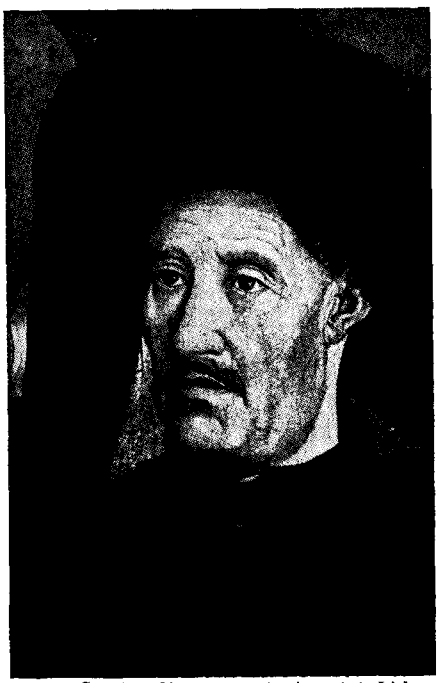
Mr. Agar's book is essentially nonpolitical—to the same degree that the J.D.C. is a nonpolitical relief organization. When it was founded in 1914 the largely assimilated Jews believed that "anti-Semitism was an aberration which could be overcome, on their part by wisdom and patriotism, and on the part of the non-Jewish American public by good will." In its beginning, therefore, the Joint Distribution Committee was non-Zionist, and its contributors were, for the most part, highly suspicious of "Jewish nationalism" or Zionist activities. However, whether the founders of the J.D.C. intended it or not, the organization's relief work became deeply entwined with the tragic events in Europe, Palestine, and elsewhere after World War I and reached a peak during and after the Nazis.

The story of the J.D.C. as told by Herbert Agar is one of life-saving activities, of feeding the hungry and curing the ill. It is also a story of self-sacrifice and total devotion by many J.D.C. representatives, leading European and Palestinian Jews, and Jewish Agency men. There are absorbing chapters in Mr. Agar's account of the June-July, 1944, negotiations of Joel Brand with Adolf Eichmann concerning the "trade" of the lives of a million Hungarian Jews for a quantity of funds and supplies—negotiations which ended in heartbreaking disappointment. There are breathtaking pages in Mr. Agar's account of the *Brichah,* the organized (and, from the British point of view, "illegal") migration to Palestine of Eastern European survivors in the years immediately after the Second World War.

The role of American Jewish philanthropy in the momentous events leading to the revival of Jewish statehood has never before been as well stated or as vividly described as in "The Saving Remnant."

ROYAL WARRIORS

Prince Who Would a Sailor Be



—*Courtesy Museum of Ancient Art, Lisbon,*

Henry, the Navigator (detail from a painting by Nuno Goncalves).

"A Wind from the North: The Life of Henry the Navigator," by Ernle Bradford *(Harcourt, Brace. 256 pp. $5), pays tribute to the landbound prince who inspired not only the discovery of many islands but also the Portuguese expeditions to the Indies and the New World. Gilbert Renault is the author of "Caravels of Christ."*

By Gilbert Renault

I KNOW a priest whose vow of obedience forced him to accept the greatest sacrifice that can be asked of a man called by a burning desire to be a missionary. Struck by his high intelligence, his superiors refused to let him leave France: "It is here in Paris," they said to him, "that you will most usefully fulfill your mission. You will instruct those who are going to leave, you will establish their plan of action, you will read their reports, you will guide them by your replies." Every day, shackled to the table of his modest office by the invisible chain of duty, Father X wins souls from the ends of the earth, from the unknown lands for which his very blue eyes glow with deep nostalgia.

So also the eyes of Prince Henry of Portugal must have glowed with the daily and ever-renewed vision of the sea on which he sent his barques out, one after the other, to discover unknown shores that he would never see. To the intrepid and fiery warrior who played a decisive role in the capture of Ceuta, it must have taken an almost superhuman effort to shut himself up in his *villa* of Sagres, on a desert rock set in the ocean like an immovable prow.

If it were possible to define in a word the chief virtue of this man in whom Ernle Bradford rightly sees one of the greatest geniuses the human race has produced, I would choose that of efficiency. Did he not, while still young, take for his motto: *talent de bien faire* (ability to do things well)? It sums him up entirely. To this strict and hard rule that he traced for himself he subjected his entire life, inflexibly striving toward a double objective, which, in his mind, merged into a single goal: to recapture the Holy Places from the Moors by barring them from the route to the riches of the Indies, and to make of Portugal the first of the kingdoms under the heavens. In order to attain this, it was necessary to circle Africa by the south. If it is true that at the age of eighteen Henry launched the first expedition destined to go around Cape Not, this man must have devoted forty-eight years of his sixty-six years to the pursuit of his dreams.

It was at the age of eighteen that Ernle Bradford also chose to embrace the sea, at a particularly perilous time when the Second World War had just broken out. For five years, under the "White Ensign" of the Royal Navy, he ceaselessly plied the immense and treacherous ocean plains. And since then he has not been able to quit his mistress, crossing the Atlantic three times at the helm of sailing vessels small as those of Gil Eannes. It was on board one of them that he saw for the first time the rock of Sagres. His book is the work of a sailor who renders homage to another sailor. A great salt breeze passes through his pages, and one senses that the heart of the author hides a secret regret: that of not having been born a little more than five centuries ago, when Henry of Portugal was sending courageous young captains to the far corners of the earth.

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Autopsy of a Viking Hero

"The Sword Does Not Jest: The Life of Charles XII King of Sweden 1697-1718," by Frans G. Bengtsson; *translated by Naomi Walford (St. Martin's. 477 pp. $10), pares the myth from the exploits of the Scandinavian monarch who invaded Denmark in 1700 and subsequently defeated the Russians, the Saxons, and the Poles. Mac Lindahl is the editor of the American Swedish Monthly.*

By Mac Lindahl

THE LATE Frans G. Bengtsson was born and grew up in the northwestern part of Sweden's southernmost province, Scania. There you will find two kinds of native inhabitants, those who are as taciturn as the Vermonters, and those who talk as big as the Texans. The latter kind, when properly educated through academic studies in the university town of Lund, may sometimes develop into poets, dramatists, chroniclers for periodicals, or authors of such rare stature as Frans G. Bengtsson.

Their environment has made the Scanians unique. Because of their closeness to the sea, they have had salt in their veins since time immemorial. So while the farmers—and this is the granary of Sweden—cultivate their kale and plow their fields, they think often of faraway shores and distant ports. The next thing they do is to rig their schooners and set sail for Bombay or Hong Kong. Bengtsson wrote one eminently successful novel in two parts about this kind of people—his people—which in its English-language version was called "The Long Ships." A better tale of the life of the early Vikings has yet to be told.

The talkative Scanian is more creative in a realistic way than any other Swede. He may, therefore, one night, when helping a cow give birth to a calf, compose a poem and sell it the next day to a literary magazine in Stockholm. A critic states that "the author of this poem was indeed very far from the realities of life when he put his words down on paper." To which Frans Bengtsson could, of course, only comment that he wondered if the critic had ever been as close to the realities of life as he, the poet, had been on the night when both the calf and the poem were born.

In telling about how he came to write "The Long Ships" Bengtsson has in a brief essay confessed that the Icelandic Saga influenced his language and style. He recalled in particular one sentence in which it was said: "When Atle walked homewards, he came to think of the people he would slay. Their deaths moved him so that he broke into laughter and tears of joy rolled down his cheeks." Frans Bengtsson may have used this anecdote about himself merely because he wanted an excuse for writing an essay. Certainly, he did not need the Icelandic Saga as an inspiration; his language in its full literary bloom was with him from his earliest days of writing. That he could apply this instrument also to other forms of expression is clear through the rest of his production. One outstanding example has now been translated beautifully and flawlessly by Naomi Walford and is available under the title "The Sword Does Not Jest." It is the biography of Sweden's King Charles XII.

The volume has a foreword by Eric Linklater (many of whose books Bengtsson has transposed into his rich and harmonious Swedish), illustrations, a complete index, and an end map, which shows the young king's incredible ability to move around on horseback or by foot in a Europe and Near East where there was then not much comfort to a traveler, much less to a warrior and conqueror.

Here is the story of competence amidst incompetence, for while Charles did not lack brave soldiers, he certainly had an equally ample supply of lieutenants-general and admirals-in-chief under his command who did as much harm to their lord and master as only men of their rank can. Over the years the fabulous exploits of this king of Sweden have acquired a heavy layer of miracle and myth. The king's grave has been opened, his remains autopsied and X-rayed, and an endless flow of papers has been delivered concerning his death and the bullet that finally felled him in a Norwegian trench at Frederiskhald.

Bengtsson, whose words do not jest, has at long last drawn a portrait of the man as he must have been. The picture is as rich in detail as a Brueghel, and we are thus given not only the tragic story of a great man surrounded by mental midgets and clever foes but the story of his times as well.

On a Magazine Picture of a Mass Burial

By John Holmes

I STAND alone at the end of the pit.
Below me the eighteen man-sized boxes
Cover the deep bottom. A name-plate glint
Runs in a line of eighteen spots
Into the shadow. The shovel-dirt piled
Along two sides keeps the people away.
A woman and man stare at the fifteenth,
Count from the end, stare, keep counting.
They were all built the same, none small.

What is there that people do in eighteens?
Sing, eat, sit in a bus, march in threes.
I could die, but eighteen is too many.
Forty thousand is uncomprehensible,
Or thirty or sixty-five thousand deaths,
Or one death. But eighteen is too many.
Dying would be singular, my mouth shut,
My hands folded, my heart stopped, one box
To cover with the graveside grief.

But this — we might as well all jump in,
Be the dead and the dirt and the desolate,
No name, and rain level the mound.
This rain would end, this place turn away
As earth turns, rain fall on it again
Somewhere. I walk away. It rains.

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Notes on a Changing America

WOULD the Golden Age of Athens have been entitled to that designation without its architectural wonders? Probably not. However towering its achievements in art, poetry, drama, and philosophy, early Greece derived a large part of its historical majesty from its consciousness of design, its awareness of the relationship of form to beauty, and its ability to translate stone into a living and enduring concept.

Today, the United States is involved in a mammoth enterprise of expansion and rebuilding. And already there are claims that American civilization is in the midst of a Golden Age of its own. So far as architecture is concerned, it is reasonable to ask whether our new buildings and civic projects justify such an exalted prospect.

The verdict depends, of course, on where we look. The picture is mixed. The report is bound to be discouraging if we begin with cities like Los Angeles, which have a random and sprawling approach to the future. Fortunately, however, cities like Pittsburgh, Philadelphia, and Detroit seem to be looking at the problem whole and have a definite idea about where they want to go.

Pittsburgh is a good example of an architectural concept being applied to a difficult challenge. For what was once a vast pile of thick, grimy concrete at the bottom of a smoke pall has been opened up and replaced by a total architectural concept. It is clear that the designers took the trouble to ask what Pittsburgh was supposed to represent. The result is that the symbolic strength in the face of the city no longer depends on the old medieval-fortress look. The power of Pittsburgh speaks today in uncluttered, long, straight lines. Shafts of aluminum or steel climb the sky in clarity and muscular splendor. The spacing of the buildings is obviously part of a grand plan and not a blind stroke of good fortune. The new highways, bridges, and roadways in general bear some relationship to the primary purposes of transportation and the emerging form of the city itself.

What about the fabled smoke of Pittsburgh? Gone. Judging by the evidence, it's been bottled up and shipped to New York, now rapidly becoming the smokiest and perhaps smelliest city in the United States. The dirt in the air of New York may not be readily apparent at street level, but fly low over the city or look down at it from the upper stories of a very tall building and you see a densely shrouded area; you wonder how New Yorkers manage to endure such a fearsome concentration of gas, smoke, and dust. Meanwhile, the same city officials who issue proclamations against industrial smoke say very little about New York City's own incinerators, which spew out bulging mushrooms of dense smoke over a large part of Manhattan and beyond. The heavy black breath of the power companies on mid-Manhattan is a perennial victor over a clear day. All this doesn't even begin to take into account the emanations from the topsides of buildings and the backsides of cars.

New York—or any other city, for that matter—can never expect to enjoy a Golden Age with its lungs permeated with soot. The city's physical beauty, such as it is, is now largely dependent on window washers. Almost all the new buildings are encased in glass. This makes for some striking effects when the glass is clean and an appalling monotony when it is not.

The trouble with New York is that it seems to be marching in opposite directions. The new International Airport is superb. Pan American's terminal is a dazzling triumph. However, in the city itself, there is little architectural harmony. New York suffers from the lack of any over-all plan. Turnips and bananas do not belong on the same plate, no matter how well-proportioned or acceptable each may be in its own terms. Architecturally, most of the city seems impulsive and splotchy, with shafts of beauty here and there as intimations of what is possible.

New York possesses some powerful items of distinction in any national inventory of architectural assets. The United Nations building, the Lever Brothers building, the Union Carbon and Carbide building, the Seagram building, the Steuben Glass building—all these say something to the advanced esthetic sense, especially the two last-named buildings. But then there are dozens of other glass-encased structures which are uninspired and grossly imitative to the point of seeming to have originated in a bulk catalogue. The rationale behind them would appear to be that design is unimportant so long as the sheathing is made of glass with occasional metallic trim.

One of the principal points of difference between the Seagram type of building and the usual glass-fronter is that Seagram has the courage to give the public some elbow room. Instead of exploiting every inch of space for commercial purposes, Seagram provides an air of grand relief to the surrounding stone canyons with its off-sidewalk concourse, in itself a thing of beauty.

As against this—and illustrating the contradictory movements in New York

(*continued on page* 33)

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LETTERS TO THE EDITOR

DIG THAT POEM

PERHAPS I AM as fossilized as the oyster in John Ciardi's poem "Goodnight" [*SR*, Nov. 19]. Will someone explain—or geologize—to me why these lines are considered poetry?

STEPHAN EPSTEIN.

Marshfield, Wis.

THE WINNERS

ROBERT LEWIS SHAYON seems to express shock in his November 26 column when he notes that in a recent survey more people recognized the names of their local disc jockeys than those of their Senators.

But, after all, how often does a voter see a Senator? How often does the Senator's name get in the news or in any other medium?

Another "survey" would probably shock Mr. Shayon even more—one showing that the public recognizes Governors and Congressmen less readily than it does comic strip characters, who are seen every day (and in color on Sundays).

H. CLEMENTSON.

Syracuse, N. Y.

SPEAKING UP

MOST OF WHAT Jacob Ornstein says in "Our Tongue-Tied Generation" [*SR*, Nov. 26] makes good sense, but when he blames our present lack of knowledge of foreign languages on "ultra-progressive educational theorists who considered languages as frills," I wonder just which theorists he is referring to. All the progressive teachers I've known have favored lots of foreign language, but they wanted it to be dynamic and useful. Isn't that the kind of language teaching Mr. Ornstein believes in?

ROBERT W. ROUNDS.

Oneonta, N. Y.

I WOULD LIKE to underscore a point made by Jacob Ornstein when he points out that the methods used by our foreign-language teachers are obsolete.

He could have said that probably no subject in the high school and college curriculum is taught more poorly than foreign languages. The five Ph.D.s mentioned in his lead paragraph all probably had several years of languages taught by traditional grammar-translation methods. The same amount of time invested in methods so successfully used by the Army in World War II and since would have loosened their tongues.

It makes little sense to require our children to have three, four, five, and more years of foreign languages if they are merely to duplicate the experience that many have had, including the undersigned, of visiting a foreign country and finding that the years of language study spent in high school and college have been almost a complete waste of time.

Indeed, I have yet to find a Frenchman who speaks or even understands the French that is taught in America's high schools and colleges.

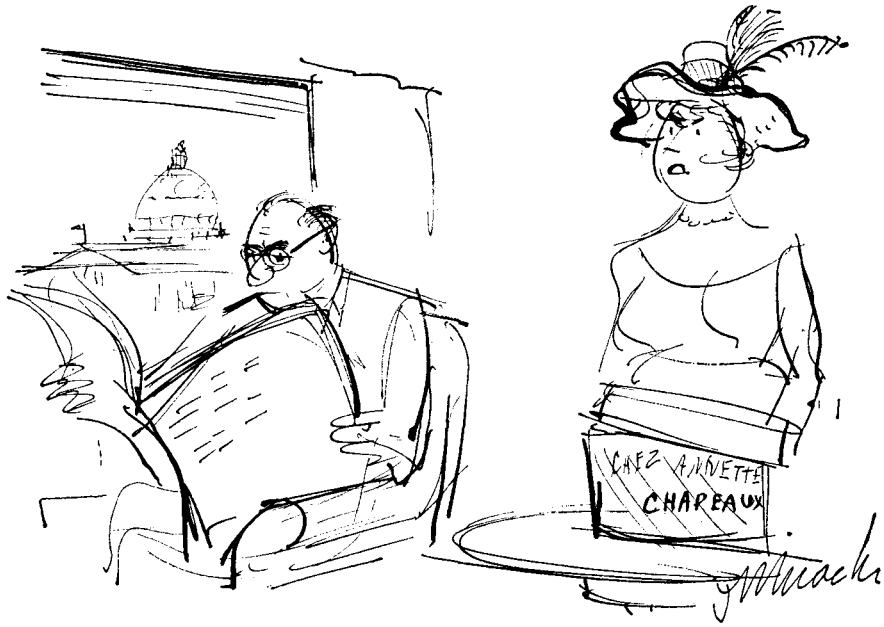
HENRY CLAY LINDGREN,
Professor of Psychology,
San Francisco State College.

San Francisco, Calif.

DR. ORNSTEIN deplores our inability to speak the languages of others. Has he considered our bungling attempts to speak our own?

ARTHUR WILSON.

Boston, Mass.



"Don't you 'no comment' me."

SOUTH OF THE BORDER

I WAS EXTREMELY surprised to read Señor José Vásquez Amaral's review of my novel, "Where the Air Is Clear" [*SR*, Nov. 19]. One is, of course, accustomed to disparagement by one's own countrymen—adapted as they may be to other climates—and when a literary kingdom is as small and underdeveloped as Mexico's, it is natural for personal sympathies and antipathies to color the critic's pen. What surprises me is Señor Vásquez Amaral's inauguration of a new style of literary criticism: criticism by hearsay, gossip, and translation of another Mexican writer's personal opinions into the reviewer's "objective" statements.

The reviewer purports to "tell all I know about the work." And it happens that all he knows—or is able to render—is Señor Octavio Paz's personal opinion of my book. What of Señor Vásquez Amaral's opinion—if any? I am sure Señor Paz—who is one of our very best writers—does not need to enhance his very great reputation through Señor Amaral's unfounded identification of one of my characters with the flesh-and-bone Octavio Paz. That is a gratuitous identification, and one which I flatly deny.

But where Señor Amaral frankly misses the point and acts in deliberate bad faith is his reckless statement that parts of my novel are appropriations from Paz's essays. I say this is in bad faith because the North American reader, lacking the necessary background of Mexican ideology, might well believe in Señor Amaral's bloodhound-like assertions.

"Where the Air Is Clear" is the first of a series of novels designed to give an extensive and interwoven panorama of Mexican life. It depicts the black part of Mexico, a Mexico that is now dying and being swept away by a vigorous younger generation. The ideas expounded in it are not the ideas I personally profess: they are the ideas of a dead Mexico, the Mexico of a revolution that went to pot. They are also the ideas of the alienated intellectuals of Mexico trying to find excuses for a situation from which they could find no way out. . . .

Mexico is presently finding the way out that Zamacona in "Where the Air Is Clear" dared not face. And, possibly, this is the thought that politically colors Señor Amaral's opinion in his critique, without his ever saying it. The Robleses, the Zamaconas, and the Cienfuegos have been thrown upon the scrap heap by the Mexican people. Everything in our country is rapidly moving toward an active socialist movement which will, once and for all, liberate Mexicans from cowardly justifications, whether political or intellectual, that can no longer justify misery, sickness, alienation. This is the move away from the ideas exposed in "Where the Air Is Clear."

CARLOS FUENTES.

New York, N. Y.

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BROADWAY POSTSCRIPT

Members of the Funeral

TWO WORKS of quality and high intent opened on Broadway this week. Both were taken from distinguished successes in other media. Both were transformed with fidelity. Both were prepared with skill and superior artistry. And both seem to be headed for an even more premature demise than the deaths lamented within the two plays themselves.

One of these was James Costigan's **"Little Moon of Alban,"** which as a television drama captured the Peabody Award and an "Emmy" two years ago. At that time it seemed a beautiful love story about a wounded British officer and the little Irish nurse who makes him care enough about living to fight against imminent death. On the close-up medium of TV we watched in fascination the subtle interchanges between Lieutenant Kenneth Boyd (played remarkably by Christopher Plummer) and Brigid Mary Mangan (enacted radiantly by Julie Harris). While the reasons for the tragic failure of the two lovers to consummate their feelings as man and wife were not spelled out, the viewer was convinced that this outcome was true and inevitable.

In expanding "Little Moon of Alban" for the stage, however, Mr. Costigan has chosen to supply a great deal more of the background to his story, with the result that instead of seeing the Irish Revolution through its impact on the lovers, we tend to see the lovers as one of a number of the Revolution's casualties. And, as almost always happens in the theatre, God seems to emerge with a heavier part in the proceedings than he deserves.

Under Herman Shumlin's precise direction, the entire first half of the play is enacted spectacularly. Against the background of 1919 Dublin, the Irish rebels are portrayed waging their street war against the British soldiers. One of the rebels is a boyish young university student, engaged to marry a gay young Irish lass. But the idyllic relationship of Dennis Walsh and Brigid Mary Mangan is ominously clouded by the conflict every Irish family felt between doing its part to support the cause of Irish freedom and at the same time wanting to keep out of violence and danger. Designer Jo Mielziner has created this atmosphere with a large poetic silhouette of the Dublin skyline. In front of this we see the rebels played with color and conviction by Stefan Gierasch, Liam Clancy, and Robert Redford, and the citizenry represented by Nora O'Mahony as Mrs. Mangan and Julie Harris as her daughter Brigid.

Dennis Walsh, portrayed with boyish charm by Mr. Redford, is shot in a street fight, and the devout Brigid flails out against God for this injustice. Julie Harris (see cover) is marvelous as she furiously extinguishes the church's prayer candles with her bare hands. While her speech is wild, this continually inspired actress delivers it with a new sense of sureness, rhythm, and control that may be the result of her summer of Shakespeare at Stratford, Ontario. And a little later, when we see her desert the city where "every street is a memory, and every memory, a grief," Miss Harris is delightful as she looks at her nun's garb and jokes, "Sister Brigid Mary—that's me!" Indeed, Miss Harris's performance almost makes the length of this prologue and its superfluous talk ("Good evening, Father, Good evening Sister," etc.) tolerable to the audience.

Unfortunately, when it comes to the main event all the background elements intrude on the telling of the love story. Not the least of these is a headdress which not only makes Miss Harris look like a "large carniverous bird," but also robs her face of some of its expressiveness from the distance at which most theatregoers must sit. We see the relationship between her and Lieutenant Boyd, played British-style by John Justin, in short glimpses. The relationship is at its best in its most irreverent moments, such as the one when he says to her, "You're not actually a bride of Christ, you're just keeping company," or the one when she laughingly denies being a saint, saying, "I'm only a girl who speaks to God," and follows it with a reluctant "sometimes he answers."

But these things constitute too small a part of the play, so that at the end we feel that Brigid is being rather silly not to accept the handsome lieutenant's proposal of a country life in Chichester, with his conversion to her faith thrown in. While we assume that the memories of her dead fiancé prevent her, even after the war has been won, from marrying one of the enemy, there should have been more exploration of Brigid's feelings and less description of the external events leading up to them.

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suffer in its Broadway transformation is the late James Agee's "A Death in the Family" which Tad Mosel has adapted into a stage work. Titled "**All the Way Home**" (presumably to appear less lugubrious to ticket-buyers), it is an excellently executed stage tintype of a Tennessee family snapped at a moment of crisis, the accidental death of a thirty-six-year-old father.

While this violent occurrence is bound to stir the feelings of those of us who have come through somewhat similar catastrophes in our own families, its completely accidental nature makes it a difficult focal point for a meaningful play.

One virtue of a novel is that it does not require that everything in it seem to proceed from some inevitability or result in some important action. If one is willing to suspend this apparent demand of the theatre, there are many good things to be said for "All the Way Home." It treats its family with some of the same sense of waste that attended Thomas Wolfe's "Look Homeward, Angel," but balances horror with pleasure, as did Thornton Wilder's "Our Town."

It also presents us with a gallery of characters who seem universal, and under Arthur Penn's thoroughgoing direction they seem completely defined in their short appearances. These include Lillian Gish as a deaf mother-in-law who can enjoy playing the piano without pressing down on the keys, and Aline MacMahon as the self-controlled Aunt Hannah, who can channel a lifetime of exasperation into a benign phrase like "Breathe on the lenses, child."

THE main roles are played by Arthur Hill, who emanates the despair of a husband who has come to terms with life by recognizing its compromises and responsibilities as an unavoidable part of a miraculous process, and by Colleen Dewhurst, who is magnificent in the clean-cut anger she displays at her sudden loss. Miss Dewhurst also moves us when we see her respond to the memory of her husband by allowing him to win an argument after death that he had never won while he was alive.

David Hays's setting is more workable than most two-level stage houses; by a simple system of green vertical strips of canvas lit from behind, it suggests the lushness of foliage. And Raymond Sovey's costumes catch the flavor of 1915.

But as much as one admires "All the Way Home," its equanimity and its design of showing us so many of the family somehow keep us from feeling as involved in the joy and grief as we should. —Henry Hewes.

TV AND RADIO

The Fuse in the Documentary

ONE SPECIES of the genus "documentary" seeks merely to reflect a viewpoint; another goes beyond that and attempts to arouse action. The recent "U-2 Affair" (an NBC-TV "White Paper," with Gitlin, Wasserman, Huntley, *et al.*) was a good example of the first species: it was a clean, professional job that added up the record of the Francis Powers incident and pronounced it a bungle of the Eisenhower team. Two other recent documentaries ("Yanki No," for Bell and Howell, ABC-TV; and "Harvest of Shame," the Murrow-Friendly "CBS Reports" for Marlboro) illustrate the action-arousal variety of TV program. "Yanki No" was a Robert Drew production, the first of four new "Close-Ups" for ABC. It was a "film editorial" that reported on the dangerous Latin American triple-play of poverty, Castro, and Communism. "Harvest of Shame," produced by David Lowe, focused on poverty, United States style, in the plight of the migratory workers who follow the crops northward every year.

The Drew piece was an emotional, technically accomplished performance illuminating aspects of revolution in Cuba, Costa Rica, and Venezuela. It did no spiritual bookkeeping of that revolution, neatly balancing the pros and cons. It showed us the passions, the hatreds, the hypnotism of the Castro "messiahship," and their roots in illiteracy, hunger, and animal-like existence. Then it warned Americans of the "widening gulf" between us and our Latin American neighbors. It urged us to care about those neighbors, and to support the leaders of the friendly democracies with "understanding, effort, and dollars." Beyond this brief, hortatory peroration, "Yanki No" offered no specific for action. "Harvest of Shame" was also heavily weighted with emotion—if considerably more conservative in esthetics and dramatic accent. There were the migrant children with milk only once a week, the prematurely old mother working in the fields from six in the morning to four in the afternoon for only a dollar a day, the rats in the bedding of the miserable field shack, the callousness of the employers and the inhumanity of the crew bosses. At the end of the broadcast, however, Ed Murrow not only pricked our post-Thanksgiving consciences) but also presented five definite proposals for legislative reforms which would improve conditions for the migrant laborers.

Robert Drew believes he has developed a new documentary technique—"the camera instead of the commentator . . . no speechmaking, no interviewing, but close observation of interesting people in dramatic situations." He does have great vigor, a very perceptive eye, and a bold, experimental thrust that is extremely promising but not without annoying weaknesses. His cross-cutting and overlapping of contrasting sound track and picture were sometimes highly effective. But it was often difficult to know precisely who was who on his whirling carousel of impact; diction was frequently inaudible, and the chief fault was redundancy. After thirty minutes (of an hour-long program) the producer had already made his point; the rest was cinematically exciting footage, but was progressively unarresting. It made no further penetration of meaning; it turned no fresh corner of ideas. This is a pity, for it is nonsense that the camera "replaces" the commentator in a documentary. The fervent narrative (spoken with restrained eloquence by Joseph Julian) was the essential anatomy of "Yanki No." Mr. Drew has discovered no "new" documentary technique, though he is a gifted, sensitive observer and has a flair with the camera. Emotion, however, is but one half of the pure gold coin of documentary creativity. Intellect is the other half.

THERE must be a blending of both, at least an aiming at such a blend. Instead of the overplayed frenzy of the Havana Jacobin mob, the producer might have addressed a significant portion of his allotted time to *just how* we go about "caring" for our Latin American neighbors. Admittedly, this is the complex "withinness" of the problem, which does not so readily yield its treasures as the "withoutness" of slums and riots. Nevertheless, dig the responsible documentarian must. Mr. Murrow did not send us all charging to our Congressmen; but within his limited television context he made a valuable point. "Yanki No" drew tight the emotional bow but never discharged the arrow. The summary is the toughest thing about a documentary. It cannot be merely a reprise, or a tacked-on exhortation: it must be an explosion whose fuse is buried in the body of the program itself. If Mr. Drew can learn to set that fuse, he will have brought to maturity a real talent.

—Robert Lewis Shayon.

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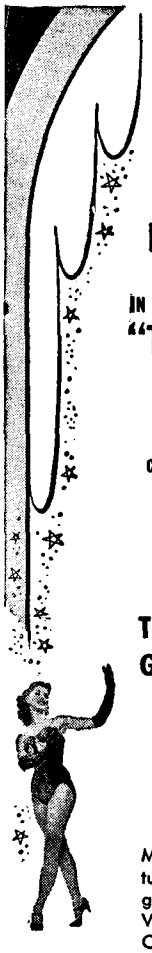

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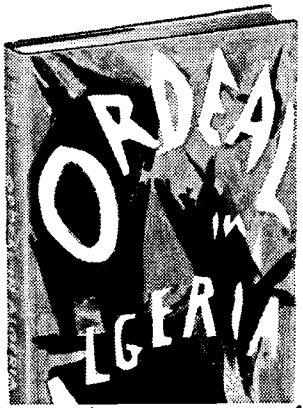

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SR GOES TO THE MOVIES

The Triumph of the Will

IF "EXODUS" had been allowed to end forty to fifty minutes before its full running time of three and a half hours had elapsed, I suspect I would have left my seat with fewer mixed feelings. For, when Lee J. Cobb, as Barak Ben Canaan, addresses the largest crowd ever gathered within the range of one camera to announce the U.N. vote favoring the establishment of the independent state of Israel, the main purpose of the picture is achieved, and we should have been allowed to go home. But Otto Preminger, the director and producer, relentlessly insists on going on, and the more he does the more the lack of dimension of the characters becomes apparent. Figures who, up to then, had been heroic in size, become long-winded and lose our interest, even though they are played by such capable people as Paul Newman and Eva Marie Saint. It was obviously the subject of Leon Uris's novel that entranced so many readers, for the writing and the characterization were startlingly low-level for so large a theme as he undertook. The subject dominates the movie, too, and for much of its length is remarkably compelling.

Otto Preminger's usual bold lack of finesse tends to work in his favor this time out. The events are strong, they parallel what actually occurred, and Dalton Trumbo's screenplay paces the action smartly along, as we encounter the American nurse (Eva Marie Saint), the leader in the Haganah (Paul Newman), and the young would-be terrorist (Sal Mineo). Shot in Cyprus and Israel, and using the excellent Panavision system, the movie has much to offer in the way of color, excitement, and realism. We are witnessing, of course, the birth pangs of a new nation. The characters symbolize those who helped bring it into being.

History may be skimped, the political complexities oversimplified, but the handling is intelligent and reasonably thoughtful. And in the early portions of the picture, Ralph Richardson, as the British general sympathetic to the Israeli cause, and David Opatoshu, as a leader of the Irgun terrorists, bring off outstanding portraits. There is violence, just as there was in reality, there is conspiracy—sometimes amusing as well as pathetic—and there is nobility in the showing of the hunger strike aboard the old ship seeking to transport several hundred Jews to the land they regarded as home. With the announcement to the huge throng that their first major battle has been won, Mr. Preminger would have had a climax no one could have quarreled with.

But we must then learn the fates of Taha (John Derek), the Arab friend of Ari Ben Canaan (Paul Newman), and of Karen (Jill Haworth), the blonde girl-friend of Dov Landau, the young terrorist. These roles were paper-thin to begin with, and they are certainly not well acted. Miss Haworth, in particular, seems to have come straight from her lessons in elocution class to her trial by Preminger. And the picture has less and less to say about its major protagonists, Ari Ben Canaan and Kitty Fremont, who continue to struggle for their ideals long after we are convinced of their dedication. This large undertaking comes out, then, a good deal less than entirely satisfying, in spite of having so much on its side, and so many points in which it enlists sympathy.

None of this is meant to suggest that the picture should not be seen. It is made of strong, stirring stuff, and if it has lacks in subtlety these are overridden much of the time by the dedicated, triumphant actions the ambitious film portrays.

A NEW British film, **"The Angry Silence,"** bears a surprising similarity to the recent "I'm All Right, Jack," in that they both deal with conflicts between labor and management in a British factory. What is surprising is that the latter was entirely comic, and the former is entirely serious. In "The Angry Silence" the workers are led to call a strike through the maneuverings of a shadowy figure (who just might be taking orders from the Communists) and the lone holdout is not a farcical figure, as was Ian Carmichael in "I'm All Right, Jack," but a brave man with a family, fighting for his rights as an individual. Richard Attenborough, as this lonely man, meets a wall of silence from his fellow workers, and eventually comes to physical harm. He and the remainder of the cast whip up considerable excitement before the affair is finally resolved with both workers and management being told off, and that shadowy fellow slipping away to do more mischief. If the film comes to no clear statement of position, it is nevertheless craftsmanlike in all its details. The director was Guy Green, and there is no doubt about his ability.

—HOLLIS ALPERT.

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BOOKED FOR TRAVEL

Gold in Our Hills

THE FINANCIAL and business magazines, the news-magazines and the pundits have been having a brow-furrowing field day these last weeks with the dire problem of our gold loss. And, as if we weren't losing enough of it, *Business Week* even came out with a gold cover. One way of helping to offset the gold loss and provide some corollary benefits at the same time was discussed in these columns in *SR*'s issue of October 15, under the title "Why They Don't Visit the USA." The sum of that story was that Visit USA Year 1960, in my opinion, was a halfhearted effort at best, that it had produced few results and met with general apathy. It was noted that a year ago a Senate Committee headed by Warren Magnuson had discovered that a billion dollars more was being spent by Americans abroad than was being compensated for by foreign spending here. In spite of the warnings that should have been inherent in this discovery, a bill pushed by the Magnuson Committee and sponsored by two such diverse legislators as Jacob Javits and Strom Thurmond, calling for the establishment of an office of international travel and the encouragement of foreign travel to the U. S., died with the 86th Congress.

Among the mail received after the piece appeared was a squeal of outrage from Joseph Horan, president of the National Association of Travel Organizations, a group of domestic travel promoters, who decried our slander and insisted that official returns were not yet in, but that the first six months showed an increase of 12 to 15 per cent over 1959. Foreigners do indeed come to the U. S., Horan insisted, and last year they spent a billion dollars here. The letter in the adjoining column rebuts Mr. Horan's letter of objection (*SR* LETTERS TO THE EDITOR, Nov. 19) and also offers some further revelatory information on the gold loss.

Many of us to whom a foreign visitor program represents both a partial solution to the gold problem and a partial solution to international understanding on a personal level were heartened when the *New York Times* for Sunday, October 16, wrote an editorial on the *SR* story and supported our view on the need for a vigorous drive to attract foreign tourists, the institution of a program to improve our facilities for visiting foreigners, and certainly the relaxation of our stringent entrance formalities.

Our joy was somewhat dulled when, on Thanksgiving Day, Mr. Arthur Krock, also writing on the editorial page of the *New York Times*, shook his head ruefully over the Eisenhower Administration's decision to leave unchecked the annual export of $2 billion in spending by U. S. tourists and businessmen. According to Krock, the present Administration is loath to restrict the private activities of private persons and is against further international barriers to free trade, as a restriction on dollar spending abroad would most certainly be.

Mr. Krock noted that the Customs Service would not speculate on the amount of revenue lost to this country since 1948, when the $100 duty exemption for U. S. travelers returning from abroad was increased to $500. Privately, he estimated that the increase must have added millions to the imbalance of payments. Krock brought up the case of the "proud British nation" which, when it found itself on hard times, was not too proud to limit the amount of currency which its citizens were allowed to exchange. We are a proud nation, too, said Krock, but our government apparently felt there would be a bad psychological reaction were it to impose similar restrictions on American travelers. Worse yet, Krock frowned, the Kennedy Administration might find itself similarly disposed for the same reasons.

In addition to the vast amount spent by tourists traveling abroad for pleasure, said Krock, we must add the loss in duty collected on purchases made abroad. "This loss," said he, "considerable though officially uncomputed, is another consequence of the Truman-Eisenhower foreign aid policy begun in our flush postwar period which is now being studied for revision. . . ."

Going back in tourist history, Krock noted that the duty-free exemption remained at $100 from 1897 until 1948. The result is, he said, still shaking his head, that you can bring $500 worth of foreign goods into the U. S. duty free, plus a gallon of liquor every six months. And the reason you can is that the foreign aid people argued back in 1948 that inflation had made the $100 exemption a hardship on American tourists and held down the foreign dollar exchange to be gained from tourism. "The situation is very different in 1960," Krock concluded, "but apparently the policy of 1948 is to remain in force."

Mr. Krock's warnings appeared in the *New York Times* on Thanksgiving Day. One had only to wait from Thursday to Sunday before Mr. Paul J. C. Friedlander, the informed travel editor of the *Times*, led off a long article on "Tourists and Gold" by welcoming "government leaders," "their counselors," and "deep thinkers on economics" to the company of those who long have known that tourism is big and profitable, and that it is an earner of currencies for any country interested in boarding visitors.

A great scare had gone shivering

LETTER TO THE EDITOR

SIR:

WITH REGARD to Horace Sutton's excellent article on "Why They Don't Visit the USA" [*SR*, Oct. 15], a comment concerning Joseph Horan's letter about the need for "constructive help" in putting over the travel industry's program:

First, "constructive help" takes on many forms. Far from saying all we need is to "appropriate a few million dollars, etc.," Mr. Sutton's article ably summarizes the necessity for action on three broad fronts: an adequate program on travel promotion by the Government; easing of visa requirements and other impediments to travel; and—perhaps most important of all—gearing all segments of our domestic travel industry more to the needs of foreign visitors. These are goals which our respective elements of the travel industry—including the National Association of Travel Organizations—have long labored to publicize and attain.

Secondly, the facts are that the first "official returns" on the "Visit USA" year are available and can be measured. As published in September by the Department of Commerce, they show that expenditures by foreign visitors in the first half of 1960 increased not by 12 to 15 per cent, but by only 7.6 per cent (from $409 million to $440 million) over the corresponding period in 1959. This is considerably less than the previous year's increase and, in fact, it represents the lowest rate of increase of all but one of the past six years. Horace Sutton is on solid statistical ground when he questions the success of "Visit USA 1960" to date in terms of methods employed.

More important is the fact that spending by American tourists continues to climb at a much faster rate so that, on the basis of these first six months' figures, foreign travel is now expected to contribute nearly $1.2 billion to our nation's very grave balance-of-payments and gold-loss problem. If for no other reason than this, bold and imaginative action by both government and the entire travel industry to develop our foreign tourist market is now essential.

JOHN A. LUNDMARK,
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through the European tourist offices with the President's announcement that he was cutting back the number of dependents that military men could take abroad. They feared similar cutbacks on tourist spending, and indeed, Mr. Friedlander noted, "their visions were further abetted by a rash of writing upon tourism by columnists perhaps more expert in other fields than this, for their information, surmises, and predictions were, to put it mildly, unsound."

The Sunday travel section of the *New York Times* had been written and sent to press on Tuesday night, two days before Krock's column appeared, and presumably neither *Times*man had access to the other's copy. Friedlander's shafts had been aimed at other pundits but they punctured the Krock hide as well.

Friedlander produced evidence of a sampling of 65,000 customs declarations made in the Port of New York in July, 1959, which showed, I suspect much to Mr. Krock's relief, that 82 per cent of returning tourists spent less than $200 and only 10 per cent over the $500 limit. The other 8 per cent were equally divided between those who spent $200 to $300, $300 to $400, and $400 to $500.

THUS a more careful examination of figures which Mr. Krock, and others as well, merely guessed at indicates that the loss from tourist spending is not nearly so heavy as these savants assumed. But even if the figures were all that Mr. Krock had assumed them to be, there still would be no justification for advocating panicky legislation that would dry up the tourist trade. If we were to curtail American tourist spending abroad, the travel offices maintained by foreign countries in U.S. cities would be required to curtail their activities or suspend them altogether. Advertising agencies, publications, airlines, steamship lines, and peripheral trades would all suffer. As Per Jacobsson, Managing Director of the International Fund, recently said in a speech in Washington, "It is once again interesting to remember that the increase in U.S. tariffs in the 1930s did not help to combat the Depression. Indeed, in those unfortunate years, when other countries, too, raised their tariffs and Great Britain abandoned its free trade policy, we experienced a stagnation of international trade which lasted for a decade, and caused great distress all around the world."

If Mr. Krock wished to take Britain as a shining exhibit of economic gallantry, he would have found an even more exciting example in their brilliant campaign to transform themselves into a currency-earning host country. In

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1947, still wracked by rationing and shortages, its hotels in disrepair, Britain began its first drive for tourists. That year it drew 401,000 foreign visitors (including 51,000 Americans) and earned $59 million. By the end of 1960 it will clock an estimated 1,500,000 visitors (including 425,000 Americans) for a total earning of $499,200,000, including fares spent on British carriers.

The course we must follow is obvious. We must transform ourselves, as Britain did in the years following the war, from a country of purely traditional travelers to a host nation. Unlike Britain, we are still able to be travelers, too. We must consider a vast program that will bring foreign visitors to the United States. It means we must go to work on our bothersome entrance requirements. We must overhaul our tourist plant within the United States so that it is equipped and properly serviced to entertain foreigners. If our standard of living makes our prices too high for the ordinary traveler, we might create a tourist dollar the way the Russians have their tourist ruble. We are going to need official U.S. travel promotion offices in principal cities abroad, the way European and Pacific nations have offices here.

It has been estimated that each foreign visitor to the U.S. spends $200 here, exclusive of transportation. Last

year 5,384,000 foreigners visited the U.S., a large but illusory figure. Some 4,700,000 of them were Canadians, and of this figure many were obviously enough the same Canadians making short and frequent border-crossing excursions. Another 140,000 were Mexicans. Only 544,000 visitors were from another continent, a figure considerably less than the 705,000 Americans who went to Europe in 1959. If we could launch a campaign that would increase our foreign visitors by no more than 20 per cent in 1961, it would lessen our payments deficit by $200,000,000 in on-the-ground spending alone. And, hard cash aside, what it would mean in the minds and hearts of men to have all the world come see us as we live, is a benefit that no calculator could compound, no pundit prognosticate.

—Horace Sutton.

Editorial

Continued from page 26

—is the announced plan to install bowling alleys in the interior space of the south waiting room of Grand Central Terminal.

Next to the railroad terminal in Rome, New York's Grand Central is probably the most magnificent station in the world. Now it appears that the vaulted ceiling of the waiting room is going to come down, down, down—all the way down from its present sixty feet to within fifteen feet of the floor. According to the plan, the air space is going to be used for three floors of bowling alleys.

WHAT Americans need—especially New Yorkers—is not less horizon in their lives but more. Already Grand Central Station at eye level has been converted to something of a bazaar, with its many commercial displays and signs. Indeed, things got so bad a few years ago that they even tried to bombard commuters and travelers with loudspeaker commercials. Fortunately, the management was shamed into abandoning its decibel attack on the public. But now comes something even worse. They're dropping the ceiling on the poor wayfarer.

What the legal rights of the public are in this situation we do not know. But we intend to find out. The *Saturday Review* has asked its lawyers to explore the possibility of a taxpayer's suit to enjoin the management of Grand Central from going through with its space squeeze. The people of New York donated the valuable land on which the railroad trains operate. They are part owners of the terminal and are entitled to be heard before it is converted into a forcing-house for claustrophobia. A few feet of space above a man's head, especially in a crowded place, is little enough recognition of his need to look up now and then. A decent respect for the upturned eyes of mankind should establish some restraint upon those who cannot bear to see a single cubic inch of space remain uncluttered or unexploited. Some people would probably hang billboard signs on their grandmothers if they thought they could get away with it.

As we say, the face of America is changing. Whether these changes will become a valid part of an American Golden Age depends not just on the esthetic power of a series of individual architectural units, but on a large architectural concept. Relationships are still important. It would help, too, if a distinction could be made and maintained between the use of space and the invasion of space. —N. C.

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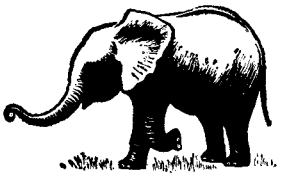
Books Down the Chimney



—From "The American Speller."

Because they will last long after the candy is gone and the mechanical toys are broken, the best books for Christmas are those so fine and distinctive that they will invite repeated reading for months to come. Clearly not to be overlooked are gift-edition classics, special holiday items, and other handsomely processed volumes. But in the long run it is more important to find books that fit the child and not the season, and to remember that at least some of today's young people prefer atoms to Alice. With that in mind, and knowing that the specially-for-Christmas books will be bought in happy quantity anyway, we are taking this opportunity to call attention to some of this year's as yet unreviewed books. For additional suggestions, readers are referred to Books for Young People in Saturday Review November 12.

LUCY AND TOM'S DAY. *By Shirley Hughes. Illustrated by the author. Scott. Unpaged.* $2.75. A simple, delightfully illustrated account of the activities of two children. Ages 2-5.

A TREASURY OF LITTLE GOLDEN BOOKS. *Selected and edited by Ellen Lewis Buell. Golden.* 156 *pp.* $3.95. Compiled by a noted critic, with blow-ups of the original plates, this giant volume offers a rich collection of worthy but out-of-print "Little Goldens." Ages 2-6.

WHEN THE SNOW IS BLUE. *By Marguerite Dorian. Illustrated by the author. Lothrop, Lee & Shepard. Unpaged.* $2.75. A lovely fantasy about a tea party for bears. Printed on pages that gradually darken, the book expresses the mood of winter afternoons. Ages 3-6.

SIMPSON. *By Lee Jones. Photographs by Guy Gillette. Holt, Rinehart & Winston. Unpaged.* $3.50. How three children find a way to keep their burro out of mischief. Photographs and text share responsibility (and honors) for relating effectively a pleasant tale. Ages 3-6.

SPEAKING OF COWS and Other Poems. *By Kaye Starbird. Illustrated by Rita Fava. Lippincott.* 70 *pp.* $2.95. Simple images, appealing rhymes and rhythms describe things close to many children. Ages 3-6.

ABC. *By Bruno Munari. Illustrated by the author. World. Unpaged.* $3.50. Handsome drawings of marvelously miscellaneous objects somewhat adjusted to fit an alphabetical organization. Ages 3-8.

THE FIRST CHRISTMAS. *Illustrated by Barbara Neustadt. Crowell. Unpaged.* $2.75. Etchings in color and style reminiscent of medieval manuscripts accompany sequentially arranged paragraphs from the texts of St. Matthew and St. Luke and tell beautifully the Christmas story. Ages 4 up.

BIG TRACKS, LITTLE TRACKS. *By Franklyn M. Branley. Illustrated by Leonard Kessler. Crowell. Unpaged.* $1.95. Like other books in the Let's-Read-and-Find-Out series, this volume is clearly written, attractively illustrated, and full of the excitment of first explorations in science. Ages 4-7.

THE AMERICAN SPELLER. *Adapted and illustrated by Barbara Cooney. Crowell.* 79 *pp.* $2.95. An outstanding family gift book, this collection of Webster's words and Miss Cooney's appropriate pictures can be enjoyed on many levels. Ages 5 up.

MOY MOY. *By Leo Politi. Illustrated by the author. Scribners. Unpaged.* $2.95. Richly colored illustrations and a sympathetic, informative text present a Chinese-American New Year's celebration. Ages 5-8.

MORRIS IS A COWBOY, A POLICEMAN, AND A BABY SITTER. *By B. Wiseman. Illustrated by the author. Harper.* 64 *pp.* $1.95. A book that radiates gaiety and verve. Ages 5-8.

I RODE THE BLACK HORSE FAR AWAY. *By Ivy O. Eastwick. Illustrated by Robert A. Jones. Abingdon.* 63 *pp.* $2. A gentle, delicately illustrated collection of poems about nature. Ages 5-8.

THE KID. *By W. T. Cummings. Illustrated by the author. Whittlesey House.* 32 *pp.*

—From "Wind Song."

$2.25. A subtle, evocative blending of legend and reality. Ages 5-9.

THE SHOEMAKER AND THE ELVES. *By the Brothers Grimm. Illustrated by Adrienne Adams. Scribners. Unpaged.* $2.95. A favorite folk tale vividly illustrated. Ages 5-9.

THE SLEEPING BEAUTY. *By the Brothers Grimm. Illustrated by Felix Hoffmann. Harcourt, Brace.* 32 *pp.* $3.50. Exceptionally lovely pictures catch the spirit of the fairy tale. Ages 5-10.

BABOUSHKA AND THE THREE KINGS. *By Ruth Robbins. Illustrated by Nicolas Sidjakov. Parnassus. Unpaged.* $2.50. The old Russian folk tale retold in simple prose and striking illustrations. Version for singing included. Ages 5-10.

A BIRD IS BORN. *By E. Bosiger and J. J. Guilcher. Photographs by E. Hosking and R. H. Noailles.* **A BUTTERFLY IS BORN.** *By J. P. Vanden Eckhoudt. Photographs by the author. Sterling. Each* 92 *pp.* $2.50. Extraordinary close-up and X-ray photographs give the reader a new way of seeing and thinking. Exciting, beautiful books. Ages 5-12.

SUGAR AND SPICE. *By Phyllis McGinley. Illustrated by Colleen Browning. Watts. Unpaged.* $2.95. The subtitle, "The ABC of Being a Girl," describes this charmingly feminine book. Ages 6-9.

DANNY KAYE'S AROUND THE WORLD STORY BOOK. *Illustrated by various artists. Random House.* 216 *pp.* $4.95. A handsome volume of fables and folk tales from around the world. Ages 7 up.

FAIRY TALES OF INDIA. *Retold by Barbara Ker Wilson. Illustrated by René Mackensie. Dutton. Unpaged.* $1.50. Four stories in a slim, brightly illustrated book, which is part of a series devoted to different countries. Ages 7-10.

A PENNY A DAY. *By Walter de la Mare. Illustrated by Paul Kennedy. Knopf.* 209

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pp. $3. Tales of enchantment, collected in a new edition. Ages 8 up.

TOO MANY DOGS. *By Ramona Dorrel Dupre. Illustrated by Howard Baer. Follett.* 32 *pp.* $1.25. One of a series designed to promote foreign language reading. This —along with "Mabel the Whale," "Gertie the Duck," and the "Hole in the Hill"— is available in French and Spanish with accompanying records. Ages 8 up.

LOOKING GLASS LIBRARY. *Distributed by Random House. Each* $1.95. A superb list of children's classics, from Lang to Lear, presented in striking format with charming illustrations. Ages 8 up.

QUARTERBACK'S AIM. *By Beman Lord. Illustrated by Arnold Spilka. Walck.* 60 *pp.* $2.75. At last, an absorbing story to interest young boys. Ages 8-11.

THE TWENTY MIRACLES OF SAINT NICOLAS. *By Bernarda Bryson. Illustrated by the author. Atlantic-Little, Brown.* 88 *pp.* $4.75. A lavishly illustrated and well-told account of the miracles and travels of Saint Nicolas, Bishop of Myra. Ages 8-12.

WONDERS AT YOUR FEET: A New World for Explorers. *By Margaret Cosgrove. Illustrated by the author. Dodd, Mead.* 64 *pp.* $2.95. Wonderful facts about ants and the world beneath the grass. Ages 8-12.

THE COMPLETE PETERKIN PAPERS. *By Lucretia Hale. Introduction by Nancy Hale. Houghton Mifflin.* 320 *pp.* $5. The frenzied Peterkins in a definitive edition with the original illustrations. Ages 8-12.

HEROES OF THE WESTERN OUTPOSTS. *By Edith McCall. Illustrated by William Tanis. Children's Press.* 126 *pp.* $2.50. Nine true and exciting frontier stories. Interesting black-and-white drawings and a useful map. Ages 8-12.

McCALL'S GOLDEN DO-IT BOOK. *Adapted by Joan Wyckoff. Edited by Nan Comstock. Illustrated by William Dugan. Golden.* 156 *pp.* $2.95. With its attractive drawings and detailed instructions, this practical guide to home crafts and creative projects necessitates the minimum of adult supervision. Ages 9 up.

THE WIZARD OF OZ. *By L. Frank Baum. Illustrated by W. W. Denslow. Crest paperback.* 192 *pp.* 35¢. Just right for Christmas stockings. Ages 9-11.

THERE STAND THE GIANTS: The Story of Redwood Trees. *By Harriett E. Weaver. Illustrated with photographs. Lane.* 70 *pp.* $2.95. A thorough and satisfying approach to "the largest living things on earth." Magnificent color photographs. Ages 9-12.

THE BUFFALO ARE RUNNING. *By Gus Tavo. Illustrated by E. F. Miller. Knopf.* 215 *pp.* $3. An outstanding Western adventure for boys. Ages 9-12.

—From "The Wonderful World of Transportation."

MY VILLAGE IN GREECE. *By Sonia and Tim Gidal. Pantheon.* 76 *pp.* $3.50. One of a fine series that depicts everyday life in stunning photographs with effective first-person narrative. Ages 9-12.

BREAKTHROUGHS IN SCIENCE. *By Isaac Asimov. Illustrated by Karoly and Szanto. Houghton Mifflin.* 197 *pp.* $4. A stimulating dramatic, and informative book about scientifically significant events and creative researchers. Ages 10 up.

OUR NAMES. *By Eloise Lambert and Mario Pei. Lothrop, Lee & Shepard.* 192 *pp.* $3. Little-known facts about first, last, and brand names are presented in bright and informative fashion. Ages 10 up.

WIND SONG. *By Carl Sandburg. Illustrated by William A. Smith. Harcourt, Brace.* 127 *pp.* $3. An excellent introduction to Sandburg's poetry. Ages 10 up.

STRANGE ANIMALS. *By A. Hyatt Verrill. Illustrated by the author. Grosset & Dunlop.* 235 *pp.* $1.98. This book and its companion volume, "Strange Insects," are reissues of stories about some of the lesser known fauna. Ages 10 up.

THE OLD TESTAMENT. *Arranged and illustrated by Marguerite de Angeli. Doubleday.* 256 *pp.* $6.95. An unusual volume of thoughtful selections in historical sequence from the King James version of the Old Testament. Ages 10 up.

SCIENCE PUZZLERS. *By Martin Gardner. Illustrated by Anthony Ravielli. Viking.* 127 *pp.* $2. Fascinating experiments and tricks clearly described in text and drawings. Ages 10 up.

INDIAN ENCOUNTERS: An Anthology of Stories and Poems. *By Elizabeth Coatsworth. Illustrated by Frederick T. Chapman. Macmillan.* 264 *pp.* $3.50. Indians and whites of past and present become real people through the insights of this distinguished author. Ages 10-14.

FROM STONES AND SKYSCRAPERS. *By Thea Bergere. Illustrated by Richard Bergere. Dodd, Mead.* 91 *pp.* $3.50. A brief introduction to architecture, illustrated with excellent line drawings. Ages 10-15.

AMERICA GROWS UP. *By Gerald W. Johnson. Illustrated by Leonard Everett Fisher. Morrow.* 223 *pp.* $3.75. **AMERICA MOVES FORWARD.** *By Gerald W. Johnson. Illustrated by Leonard Everett Fisher. Morrow.* 256 *pp.* $3.95. Along with the first volume, "America Is Born," these comprise a lucid account of the political growth of the United States from its beginnings to the present. Ages 10-16.

ROBERT E. LEE. *By Jonathan Daniels. Illustrated by Robert Frankenburg. Houghton Mifflin.* 184 *pp.* $1.95. One of the latest in the distinguished North Star series covering exciting events and famous men in America's past. Ages 11 up.

WONDERFUL WORLD OF TRANSPORTATION. *By Laurie Lee and David Lambert. Illustrated with photographs, four-color drawings, and prints. Garden City.* 93 *pp.* $2.95. A lavishly illustrated, interesting addition to a series about various aspects of art and science. Ages 11 up.

RAILROADS IN THE DAYS OF STEAM. *By Albert L. McCready in consultation with Lawrence W. Sagle. Illustrated with paintings, prints, drawings, and photographs of the period. Golden.* 155 *pp.* $3.50. One of the volumes in the superior American Heritage series. Ages 11 up.

THE LOST CANYON OF THE NAVAJOS. *By Harry W. Leiser. Criterion.* 160 *pp.* $3. A brisk adventure story of the Southwest. Ages 11-14.

THE BEAUTIFUL FRIEND and Other Stories. *By Mary Stolz. Harper.* 179 *pp.* $2.75. Well-written short stories for adolescent girls. Ages 11-14.

THE BABY-SITTER'S STORY BOOK. *Selected and edited by Mary Furlong Moore and Muriel Fuller. Longmans, Green.* 180 *pp.* $2.95. Useful professional equipment recommended for baby-sitters, as well as entertainment for their three-to-six-year-old charges. Ages 12 up.

MAP MAKING: The Art That Became a Science. *By Lloyd A. Brown. Illustrated with maps and prints. Little, Brown.* 217 *pp.* $4.75. A distinguished volume for the student with a special interest in this field. Ages 14 up.

JOURNEY FOR A PRINCESS. *By Margaret Leighton. Ariel.* 216 *pp.* $2.95. An effective, well-documented novel set in the romantic times of Alfred the Great. Ages 12-16.

HORNS OF PLENTY. *By Jane and Paul Annixter. Holiday House.* 203 *pp.* $2.95. Exciting, unstereotyped tale of wilderness life. Ages 12-16.

EDITOR'S NOTE: *Further holiday gift suggestions are available in "Children's Books 1910-1960," a 25¢ pamplet issued by The New York Public Library, Fifth Avenue and 42nd Street, New York 18, N. Y.*

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Nations in Transition

Continued from page 19

reform, whose application is part of the billion-dollar theft engineered by Castro and the Communists through the confiscation of all private property, is a dismal failure. There are shortages of poultry, eggs, beans, potatoes, beef, and other foodstuffs although the "letters" repeat that there is increased production and self-sufficiency.

For some weeks now poultry and eggs have been flown to Havana from Miami to try to allay the shortage. Recently a shipload of potatoes from Canada was unloaded at Havana for the same reason. And in November Castro was forced to refer to the food shortage in a television speech in which he promised the Cubans that it will be overcome in December, a statement with which few sensible inhabitants of that embattled island concur.

Mills insists, according to his "letters," that Castro was pushed into the Soviet bloc by the United States. That allegation is utterly false. Castro was pushed into the Soviet bloc by studied design. The principal architect of that realignment of the international foundations of Cuba, with Castro's apparent full concurrence, has been Major Ernesto "Che" Guevara, the Argentine gray eminence of the regime, aided and abetted by Major Raul Castro, the military czar for his brother.

When he describes the Cuban revolutionaries as the most open-minded types he has ever met, Mills borders on the ridiculous. The rebels are so open-minded that all freedom of expression has been eradicated from the country so that the people can be fed only the Communist Party line. They are so open-minded that the Communist Party is the only political party allowed to function in the country.

The author carefully avoids mention of the fact that Castro has delivered to the Communist Party not only the government but also radio and television stations; he has made that party a million-dollar gift of a confiscated newspaper plant while pro-Cuban and anti-Communist editors have been despoiled of their newspapers and radio and television properties and forced into exile.

"A revolutionary dictatorship of the peasants and workers in Cuba" is how Mills describes the government of Cuba. He calls it "legally arbitrary." There is never anything legal about a *de facto* government, much less about such a dictatorship.

Mills says he believes Castro and Cuba can be moved into the neutral bloc of nations and advocates such a policy for all of Latin America. That statement is most naïve, for Castro sealed his entry into the Soviet bloc with his hugs of Nikita Khrushchev in New York last September. And, in my opinion, the other Latin American republics will reject Mills's proposal, for they prefer the alliance with the United States.

When Mills emphasizes that Castro enjoys the overwhelming support of the Cuban people he avoids reality and distorts the facts. At this writing the most reliable estimates indicate that the Castro popularity index today does not exceed 30 per cent throughout the country and that the decline is steady.

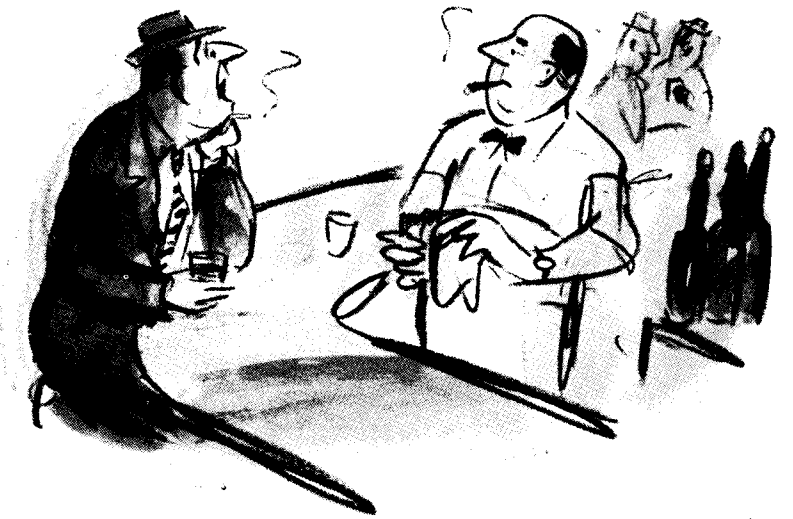
Mills blames United States and Latin American investors for the plight of the people south of the border and advocates that our government "actively help Latin Americans destroy the vested interests of U. S. corporations now operating in these countries."

Fidel Castro has done precisely that and at the same time has destroyed Cuba. That is what the Marxist-Leninist Socialists and Communists encourage and admire. Sensible and progressive U. S. corporations, and private Latin American corporations, investing in those countries are the best antidote to Communism. Destroy them, as Mills suggests, and the economies of the Latin American countries will be wrecked, with a consequent deterioration in their standard of living.

Mills says the Cuban revolutionaries are not Stalinist. Of course not. It is heretic for Communists to be Stalinists now. He also says that Fidel Castro is not a Communist. Perhaps he does not hold a card as a party member. That is absolutely unnecessary. He has married himself to the Communists.

It is no wonder that Castro's own newspaper, *Revolución,* gave a large spread to Mills and his book, praising it with Communistic effusion.

Nor would it be surprising if Moscow should announce plans to publish Mills's book in Russian and other Soviet bloc languages.



"In twenty-four years it'll be 1984."

LITERARY I. Q. ANSWERS

Column Two should read: 9, 6, 4, 2, 7, 8, 3, 5, 10, 1.

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MUSIC TO MY EARS

Nilsson in Concert—Rosbaud—Schuman No. 7

BIRGIT NILSSON made herself thrice welcome in her first appearance of the season by simultaneously providing three new perspectives of her striking soprano voice: in concert, in Carnegie Hall, and in Italian. It was in all respects a successful return, for she dominates the concert platform as she does the opera stage; her voice continues to have the singular quality of sounding better the larger the space in which it is heard, and she is manifestly as much at ease in Italian as she is in German.

Indeed, one could make a good case for the argument that her sound is rounder, less strident in the rounder, less strident language. It was the kind of an evening (partially a benefit for the City Symphony Orchestra and the Clarion Music Foundation) in which Beethoven's "Ah, perfido" was preceded by Weber's "Freischütz" overture, and Verdi's "Forza del destino" overture was followed not by "Pace, pace" from that opera but by "Moro, ma prima in grazia" from "Un Ballo." "Pace, pace" came along eventually, but any sequential effect was accidental.

No matter: the art that Nilsson provided for the Beethoven was a blend of the feeling for the composer she showed in "Fidelio" last season plus a fluency and flair wholly suitable to the Italian text. It is no great feat for a singer of Nilsson's power to produce the ringing high notes which aroused the audience enthusiasm in "Pace, pace"; it is, however, real art to reduce that power to the thread of sound with which she traced the final measures of "Moro" or to swell a pianissimo B flat to a forte in "Pace." She went from strength to strength in adding "Dich teure Halle" from "Tannhäuser" and the "Immolation Scene" from "Götterdämmerung" as her concluding exercises. Tibor Kozma, who hasn't been heard at the Metropolitan for several years, conducted the Symphony of the Air before, with and (when he could be heard above the applause) after Nilsson.

The private world of Schoenberg ("Five Orchestral Pieces") and Webern ("Six Pieces," Opus 6) was made public with such purposefulness by Hans Rosbaud in his latest appearance with the New York Philharmonic Orchestra in Carnegie Hall that the most perceptive part of the gathering—the orchestra itself—led all the rest in applause. Since he made himself so welcome, it is regrettable that Rosbaud can't linger on for a few weeks' more work at such specialties. He should, in any case, fill some of the gap in this particular repertory left by the passing of Mitropoulos.

ROSBAUD, who conducts music of this kind without so much as a music stand (let alone music), added something of note to the values these works have had here in qualified performances of the past by Bernstein and Steinberg as well as Mitropoulos—beauty of sound. Most predecessors have been content to seek out the meaning of such music and coordinate it as tightly as possible. In addition to a sensitive and logical selection of the tenuous threads of texture which connect one statement with another, Rosbaud's Schoenberg had sheen and softness, even warmth, of sound. In the Webern, the composer's contraction of playing time was matched by the conductor's materialization of the music in space, the matching of sonorities in the substantial percussion section, whereby even the "beats" of cymbal and gong overlapped. The air remained so charged with unabsorbed fragments of sound that the following "Concerto" (Opus 38) of Hindemith, well as it was played, came as something of an intrusion.

An intermission provided a more suitable interlude of aural refreshment prior to the next Concerto, the D minor of Brahms. Rosbaud made a noble effort to scale down the heavy-stranded writing of the orchestral part to the dynamic dimensions suitable for the pianistic art of Rudolf Firkusny, with particular success in the slow movement and finale. Firkusny's is a winning platform personality, and he is incapable of an inartistic impulse, but the piano sound he produces lacks weight (especially in the bass) to balance the heavy demands Brahms put upon it vis-à-vis the orchestra.

The number of empty seats visible at the first Saturday matinee of the Boston Symphony season in Carnegie Hall suggested the inevitable conclusion: that some portion of the public (and not the least discriminating) has lost interest in the week-to-week functioning of this group under Charles Munch, even as the conductor seems to have lost interest in some aspects of the repertory. Thus, the opening performance of Bach's D major Suite at this concert was not much above perfunctory, the ensuing D minor Concerto of Mozart, in which Monique Haas introduced herself to New York as piano soloist, a dull semblance of its powerful self.

Miss Haas enjoys a position of solid esteem among her European contemporaries, though not primarily for her Mozart. Her effort with the D minor was not without subtlety or finesse, and she is clearly a musician of superior attributes. There was, however, more than a pardonable quantity of wrong notes, a lack of compulsion in her linking together of the right ones. The rather indifferent collaboration with the orchestra was substantially improved in Ravel's "Concerto for the Left Hand," which came later in the afternoon.

Earlier in the week, Munch sponsored the first local performance of William Schuman's Symphony No. 7. I am not well enough versed in the preceding six to make a direct comparison among them; but it was my impression that No. 7, as well as being the briefest and most compact in design, is also the sparest in substance, the lengthiest in the listening. The four sections (played without interruption) alternate slow and fast, and it may be assumed that a composer of Schuman's skill works in terms of organic growth from one movement to the next. If so, I couldn't hear the evidence of it.

RATHER, there were the kinds of statements which, if one likes the total expression, can be called the "hallmarks" of Schuman's style; or, if one doesn't, may be described as its "mannerisms." It is not a kind of writing that appeals to me, varying slow-moving, chorale-like masses in the strings with stabbing chordal figures in the brass, and noisy pulsations in the percussion (bass drum and snare make up Schuman's "pizzicato"). I didn't like it. This Munch evening began with Fauré's incidental music for "Pelléas," and ended with the Seventh Symphony of Beethoven.

"Hercules," of which there is no notation of a New York performance prior to the recent one of the American Opera Society, is not only good Handel; it is very good Handel. As to whether it is more a stage work than others of this composer not so considered, someone better versed than I in the department of nice distinctions will have to decide. The official description of it as a "secular choral work" suits the case well enough, permitting it to be as dramatic, on the one side, as the oratorios, or as pure in musical appeal as some of the operas.

The performance in Town Hall ar-

(*continued on page 72*)

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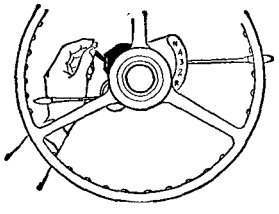
You adjust the shock absorbers to the changing road by flicking a switch on the new Rolls-Royce and Bentley

A brain-box that is polished with ground oat husks; cadmium-plated cotter pins; a walnut-trimmed interior that unites utter silence with the luxurious smell of leather—such are the tremendous trifles that make the Rolls-Royce so coveted at $15,655. Chassis is guaranteed three years.

THE Rolls-Royce and its fraternal twin, the Bentley, are designed for people who are determined to live well while in transit. There are few *reasonable* desires which the owner cannot satisfy by pressing a button, pulling a lever, or flicking a switch.

For example, if the road surface is not to your liking, you can, in effect, change it. A switch on the steering



column lets you adjust the shock absorbers to suit driving conditions. You harden or soften the ride at will.

"Rough roads pass almost unnoticed," writes Gordon Wilkins, motoring correspondent of *The Observer*, "for they neither shock the occupants nor assail their ears with drumming noises."

If the noise from *other* cars distresses you, you can close the windows and still get fresh air through an efficient ventilating system. Within your Rolls-Royce, blessed silence reigns. You can converse in discreet whispers.

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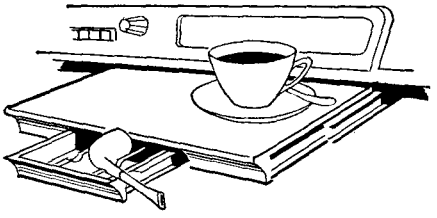
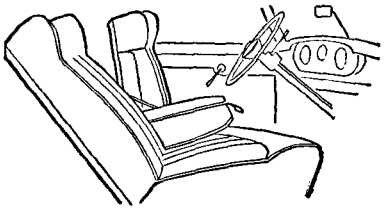


and Bentley. One slides out from the dash—an ideal place for a road map. Two others fold down behind the front seats. They make fine work surfaces upon which the children can rest their coloring books to keep them quietly amused on long trips.

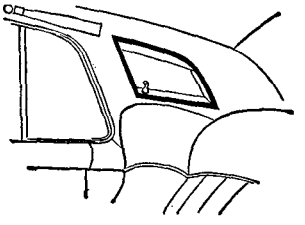
The rake of the front seats is *individually* adjustable. The driver can sit erect for a commanding view of the road while his companion reclines. Each has his own set of arm-rests which adjust to suit his fancy.

The seats are as cozy as club chairs. You *nestle* into them. They are cov-



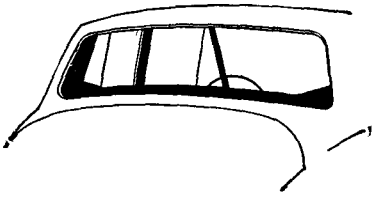
ered with the same English leather used on seats in the House of Commons. Eight hides are used—enough to make 128 pairs of shoes.

There are two illuminated vanity mirrors in niches in the rear quarters of the Rolls-Royce. Ladies may thus



perfect their make-up in privacy before leaving the car.

Here you see the rear window defroster. Or, rather, you do *not* see it. It consists of a heating element of 1,360 *nearly invisible* wires moulded



into the glass—wires finer than a human hair. At the flick of a switch, mist and frost are cleared electrically.

Much of the interior is surfaced with French walnut which has been hand polished by English craftsmen. Notes are made on the hue and burl of the walnut used in each car, and are filed under your serial number. If a portion of the wood should ever be damaged, it can be matched flawlessly in grain and finish.

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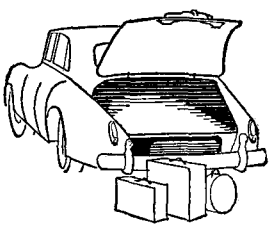
The Rolls-Royce Silver Cloud II—$15,655 P.O.E.

The gas tank cannot be opened without the driver's consent. *You* unlock it electrically from a button on the dash. And you should never run out of gas. A green light on the instrument panel starts winking when your supply dwindles to the last three gallons.

Your luggage rides here in carpeted seclusion. It can never be soiled by the spare wheel, which occupies a *separate*



compartment under the luggage. You can test the air pressure in the spare through a special port without removing the tire.

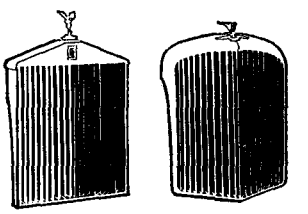
Under a hatch in the wheel compartment you will find an assortment of cadmium-plated tools and replacement bulbs. They rest in a fitted case of *sponge rubber*—further evidence of Rolls-Royce's obsession with peace and quiet.

Corrosion is held at bay by a plating of chromium or cadmium on every nut, bolt, washer and cotter pin. Even the tail pipe is chromed.

A dictating machine, an Espresso coffee maker, an electric razor, a bed, a telephone, and water for washing are available as optional extra conveniences.

The *basic* convenience of the Rolls-Royce is, of course, its magnificent riding qualities. Even at 100 m.p.h. (laws permitting) you have a feeling of sublime safety. Yet the 4700-pound car is delicately maneuverable.

The power-assisted steering is, according to Robert Clenton in the *Sunday Express*, "as delicate as the plop of a pearl into a glass of champagne. . . ." The power brakes will halt the car squarely from 100 m.p.h. without a tremor. And there are *three* independent brake linkages—two hydraulic and one mechanical. In the unlikely event that one linkage should fail, the others automatically keep the car under perfect control.



Here you see the only difference between the Rolls-Royce and the Bentley—their radiator design. In all other respects they are identical motor cars. The Bentley costs $300 less because its radiator is simpler to make.

If you desire the rewarding experience of driving a Rolls-Royce or Bentley, write Rolls-Royce, Inc., 30 Rockefeller Plaza, New York 20, CIrcle 5-1144, or telephone to one of the dealers listed on page 44.

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MID-MONTH RECORDINGS

The Timeless Art of Supervia

Young "Carmen" in Chicago (1915).

AS WOMAN, as singer, as prima donna, Conchita Supervia had a dual impact, on the eye as well as the ear. I remember how she swept into the room the first time I saw her. I could almost say that she soared in and burst upon the audience like a Roman candle. I was a young girl then, on my first trip to London in the mid-Thirties, but the initial impression only intensified as I grew older and learned more about one of the most exotic and fascinating singers of our time.

She was beautiful to my youthful eyes, her skin was chalk-white, and her eyes were as alive as any I have ever seen. They spoke wherever they lighted. Moreover, they communicated what she wanted them to say. Her hair was auburn, like highly polished bronze. She wore a white lace gown with a sweeping ruffled train, long black gloves, and, characteristically Spanish, she carried a tiny jeweled black fan. Angel's reissue (Great Recordings of the Century, Angel COLO 113, $5.98) of Spanish songs by Supervia brings the vivid scene back to me, and I rather think the quality of this recording—a re-creation in the best sense—will do much for those who haven't known Supervia before.

Looking back now, I believe, as was said then, that she had the power to make men quiver, and that in her presence, women of the world stood aside. As a singer—even as one possessed of many voices—she could entrance an audience and do with it what she would. How did she sing? Many singers were, and are, technically more secure; but in my experience there have been few who have been gifted with such ability to produce truly sensuous and moving sound. In fact, I can think of none who, by means of sheer emotional impact, could seize and hold an audience so completely with her positive qualities – and in spite of those she lacked—to the same degree as Conchita Supervia.

Although I can imagine that her singing must have puzzled critics with ears tuned only for voice, Europe at that time regarded Supervia as *the* Carmen. Quibble as we may, there can be little doubt that Carmen's personality and character came to life in this woman. The tragedy of her personal life reinforced the parallel. Yet such was Supervia's power to transform herself—the power of art to transfigure—that onstage, before the public, she succeeded magnificently in transforming others and leading them far beyond themselves.

I couldn't help recalling all this as I listened to the songs on this Angel reissue. Let it be said at the start that this is no record for vocal purists. They will say that Supervia had too many voices. Yet, to me, each one was—and is—valid as she used it, and peculiarly right. Above all, Supervia was an instinctive singer, for whom voice was primarily an instrument to convey feeling. With the exception, perhaps, of "Clavelitos," few of these songs will be known to the general public, but even this familiar song turns out to be an almost unique manifestation as we become aware of new meanings under Supervia's spell. I wasn't sitting comfortably in a chair listening to a singer on a stage. Rather, it was as if I were walking in a Spanish square, jostled by the crowd. This is a sample of everything that happens on this recording. Or, is this merely evidence of the power of great art to transcend time?

Side 1 begins with four solo excerpts from operettas, the Spanish *zarzuelas*.

—Photos from Culver.

American tour as recitalist (1932).

Here is a stage come alive! I cannot think of more brilliant examples of vocal color and control. To all those who are caught in the conflict between tonal purity and honest expression, I would recommend closest study of Supervia's concept—so much more than mere singing—of Luisa's air from "Las Hijas del Zebedeo," by Chapí. The ultimate question all communicating artists must answer is not what they say but what they have to say. (There is a difference.) If Supervia won an enduring place in music, and she did, she won it on merit. She became a legend because she spoke unfailingly from depth and from conviction.

I have mentioned her many voices. "Lo Frare" is an example of the ideal use of these voices, each for its unique purpose. Again and again, we hear of "even scale," of voices without technical imperfections. Let us grant the desirability of the even scale. But what then? What follows? What do flawless technique and ravishing tone accomplish for the listener? What impressions do hearers carry away to cherish all their lives? This last isn't an easy question to answer but I had it in mind as I listened to this song, and found myself asking another: How many singers, alive or dead, could present a whole drama with three distinct characters—in the dark, as it were—and make an unseen audience believe implicitly in all three?

And lest anybody think I am bemused by high drama to the exclusion of vocal quality, I would call attention to any number of melting lyrical phrases on this recording, when there is nothing to hear but pure song. If there were need for proof of quality for quality's sake, we have plenty Supervia's lyrical expression is as moving as any of the moments when she is in character: as thief, as streetwalker, as flower girl, or as priest. Listen, for example, to "Lo Divi Estel," by Manén, where, with the innocence of the Virgin Mary, the voice sings with the best.

And, if you want pathos, without re-

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sorting to colorful melodrama, listen to "Dead Leaves," the last song on the second side. Hearing this, you will know tragedy as Supervia lived it, almost as she might have foretold it. No patching here. She sang the song this way. Thirty years after this recording was made we still hear a heartbreaking announcement, and acceptance, of the end. Ivor Newton's notes remind us that Supervia was alive and apparently well one day, and was dead the next (bearing the first child of her second husband, Ben Rubenstein).

WHAT gifts she had! Like her personality, her sensitivity seemed also to have its dual aspects, as if her very power to understand compelled her to convey a peculiarly meaningful and lasting message to those with ears to hear. Certainly we shall listen a long time before we hear singing of wider scope, with more revelations of meaning, with more excitement, with more exaltation—and more earthiness, when necessary—than Supervia's.

Of course, each of us has his own idea and ideal of perfection, be it of sound, of style, of purity, or what you will. It seems to me that in this recording Supervia and Angel have given us an elemental beauty with all its components. It seems to me that they have also given us truth.

—WINIFRED CECIL.

Songs by Supervia

Luna: "Concha's Spanish Song" ("El Niño Judio"); *Chapí:* "The Gypsy's Song" ("La Chavala"), "Luisa's Aria" ("Las Hijas del Zebedeo"); *Serrano:* "Dolore's Gypsy Song" ("La Alegría del Batallon"); *Alonso:* "Pajarico Triguero"; *Manén:* "Lo Frare," "Lo Divi Estel"; *Valverde:* "Clavelitos"; *Valls:* "Flor del Terruño," "Cancion de Antaño"; *de la Rosa:* "Hay en mi Jardin"; *Toldrá:* "Romanç de Santa Llucia"; *Nin, arr.:* "Cancio Gallega" No. 1; *Romero:* "Moreno Es El Bien Que Adoro"; *Moro & Aquino:* "Sentir Gitano"; *Maduro:* "Hojas Muertas."

Bizet: "Carmen" excerpts: "Habanera," "Seguidilla," "Chanson Bohème," "Je vais danser," "Non, tu ne m'aimes pas," "C'est toi? C'est moi!" and the Card Scene. Odéon XOC 121.

Rossini: Arias: "Una voce poco fa," "Contro un cor ("Il Barbiere di Siviglia"); "Signore, una parola," "Nacqui all'affano" ("La Cenerentola"); "Ai capricci," "Oh che muso," "Per lui che adoro," "Amici in ogni evento" ("L'Italiana in Algeri"). Odéon Parlophone PMA 1025.

The Critics Choose

Their Favorite Discs of 1960

SEEKING OUT the drift of sentiment in the replies provided by sixty-odd critics around the country concerning the records they remembered in 1960 with the greatest pleasure, one thing is quickly apparent—this is either a time of operatic abundance or of orchestral famine. Much more enthusiasm attached to half a dozen top productions of the year in the operatic category than to any like number in the orchestral. (By extension, one might conclude that more thought and planning went into the operatic than the orchestral ventures.)

Top honors went, without question, to RCA Victor's production of Puccini's "Turandot" under the direction of Erich Leinsdorf, with Birgit Nilsson, Renata Tebaldi, the late Jussi Bjoerling, and Giorgio Tozzi as principals. As more than one critic bracketed two or more issues on virtually even terms, they have been added to totals in each instance. By this count, "Turandot" topped all the rest with a total of fourteen ballots. Running through the list alphabetically, critics-for-"Turandot" included John C. Acord III, Oklahoma City *Daily Oklahoman;* Frank Arganbright, Lafayette (Ind.) *Journal and Courier;* Colonel L. R. Boals, Youngstown (Ohio) *Vindicator;* Martin Bookspan, *Jewish Advocate;* Lily May Caldwell, Birmingham (Ala.) *News;* Benjamin H. Doroff, Syracuse (N.Y.) *Post-Standard* and *Herald-American;* Clifford Gessler, Oakland (Calif.) *Tribune;* Paul Hume, Washington (D.C.) *Post;* Jerry Krupnick, Newark (N.J.) *Star-Ledger;* Paul H. Little, Chicago (Ill.) *Musical Leader;* Corbin Patrick, Washington (D.C.) *Star;* Weldon Wallace, Baltimore (Md.) *Sun;* E. Clyde Whitlock, Fort Worth (Tex.) *Star-Telegram;* and the undersigned.

Runner-up honors were earned by the London "Aïda," with Renata Tebaldi, Carlo Bergonzi, Giulietta Simionato, and Cornell MacNeil under the direction of Herbert von Karajan, with six votes; and by the same company's venture with Benjamin Britten's "Peter Grimes" under the composer's direction. Lee Banks of the Savannah (Ga.) *Morning News* esteemed Karajan's Verdi above all competition, as did Powell M. Durham, Salt Lake (Utah) *Tribune;* Dr. Paul N. Elbin, Wheeling (W.Va.) *News-Register;* Michael Holmberg, Pittsburgh (Pa.) *Press;* Robert C. Marsh, Chicago (Ill.) *Sun-Times;* and Oscar Smith, Akron (Ohio) *Beacon Journal.* "Grimes" was preferred by Joseph Gale, New Jersey *Music and Arts Magazine;* James Goodfriend, *Modern Hi-Fi;* Walter Grueninger, *Consumer Bulletin;* Nell Lawson, Buffalo (N.Y.) *Evening News;* Arden X. Pangborn, Portland (Ore.) *Journal;* and William J. Swank, Jackson (Mich.) *Citizen-Patriot.*

Not to be overlooked, even if the numerical totals were smaller, were the evidences of interest—and favor—bestowed on such matters as Handel's "Acis and Galatea" with Joan Sutherland, Paisiello's "Barber of Seville," two versions of "Don Giovanni," and Strauss's "Ariadne auf Naxos." Altogether they more than equaled the vote for the all-around favorite, meaning that enthusiasm for the unconventional is no less pronounced, if more dispersed, than for the conventional. On record for the L'Oiseau-Lyre (London-distributed) "Acis" were Fredson Bowers, Richmond (Va.) *Times-Dispatch;* Don Henahan, Chicago (Ill.) *Daily News;* Edwin Miller, *Seventeen;* and Peregrine White, Greenboro, (N. C.) *Daily News.* For the first "Barber": James Cain, Columbus (Ohio) *Citizen-Journal;* Albert Goldberg, Los Angeles (Calif.) *Times;* Charles H. Hoofnagle, Norfolk (Va.) *Ledger-Dispatch;* and Leo Lerman, *Mademoiselle.* The RCA "Don Giovanni" (Nilsson, Price, Siepi, and Valletti, with Erich Leinsdorf conducting) was mentioned as second or third preference on a number of ballots, but it was rated indisputably No. 1 by Emerson L. Batdorff, Cleveland (Ohio) *Plain-Dealer;* Paul Affelder, Newark (N. J.) *News;* and Louis Roller, *B'nai B'rith Messenger.* The Angel competitor (Sutherland, Schwarzkopf and Sciutti, Wächter, Alva and Taddei, with Giulini conducting) was preferred by Eugene S. Lewis, Dallas (Tex.) *Times Herald;* Thomas B. Sherman, St. Louis (Mo.) *Post-Dispatch;* and John Voorhees, Seattle (Wash.) *Post-Intelligencer.* The new "Ariadne" (also Leinsdorf-conducted, with Roberta Peters and Sena Jurinac) was liked best by Cliff Coleman, Honolulu *Star-Bulletin,* and Joseph Roddy, *Look.*

Though it has only been in circula-

(*Continued on page* 45)

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Recordings Reports: Christmas World-Wide

PERFORMER, WORKS, DATA	REPORT
Biggs: Book of Noëls (Daquin). Columbia MS 6167, $5.98. (Flentrop Organ at the Busch-Reinsinger Museum, Harvard University.)	The organ makes a charming sound and so do the carols of Louis-Claude Daquin (1694-1772), dedicated to Le Comte D'Eu. Authenticity is enhanced, also, by the composer's care in indicating the exact registrations he wished. My objection is twofold: the works tend to sound too much alike when heard consecutively in this sequence of twelve, and Biggs compounds that sound-alikeness with the unvarying accent of his performances. A little elasticity of tempo, a bit of give-and-take in phrasing would relieve his metronomic approach to what is not in the least machine-made. Clear, expertly balanced stereo. (Monaural: ML 5567, $4.98.)
Deller, A.: "Deck the Halls," "Hark! the Herald Angels Sing," "Lute-Book Lullaby," etc. Vanguard Stereolab VSD 2078, $5.98. (Monaural: VRS 1062, $4.98.)	Few of the favorites ("Joy to the world," "Lo, How a Rose E'er Blooming," "O Come, All Ye Faithful," "The Twelve Days of Christmas," "I Saw Three Ships," "The Old Year Now," [to "Greensleeves"]) are omitted from this selection, but there are a few unfamiliar ones also—"Sir Christmas," "Blessed Be That Maid Mary," "All My Heart"—to diversify the lot. Meticulous musicianship and completely integrated ensemble are special virtues of the Deller singing. Fine sound.
Dvorakova, M., and V. Krilova, sopranos, Kalas, K., bass, Kroupa, Z., bass, etc., with Ladislav Sip conducting the Prague Symphony Orchestra. Supraphon LPV 346, $5.98.	With or without respect to seasonal relevance, this is a delightful surprise: a collection of Czech "Pastorellas" (based on carols of local origin but frequently expanded into multiple-section art creations) which are contemporary with Handel and Bach, and not without suggestion of "Sheep Shall Safely Graze," "He Shall Feed His Flock," and the "Pastorale Symphony" from "Messiah." And, in a simple creation of J. I. Linek entitled "Good Night My Little Jesus" (1725-1791), a strong intimation of the Lullaby in Smetana's "The Kiss." The sopranos, especially Vlasta Urbanova, who sings the Linek song, have bright lyric voices reminiscent of Jarmila Novotna's, the basses are typical of the far-ranging, strong sounds heard in native versions of "Bartered Bride." All the performers are of the quality to be expected from their affiliation with the Prague National Theatre, and the recording in the Prague "St. Martin in the Wall" church is uncommonly live, resonant, and ear-filling.
Farrell, Eileen: "What Child Is This," "God Rest Ye Merry, Gentlemen," "Lullay My Liking," "Snow in the Street," "Away in a Manger," "It Came Upon a Midnight Clear," etc. With orchestra and chorus conducted by Luther Henderson. Columbia MS 6165, $5.98.	Beautiful sound and unfailingly exact enunciation of the texts are adornments of the Farrell performances of most of these favorites, with the durable values of the music further fortified by her own strong power of emotional persuasion. The best sound, both in her voice and in the reproduced totality, is to be found in selections with the chorus. Some of those with orchestra (apparently made at another session) are rougher in texture, not so successfully microphoned. The arrangements by Joseph Scianni, Jack Martin, and William Potts are generally apropos—simple, but with sufficient color to avoid barrenness. (Monaural: ML 5565, $4.98.)
Mormon Tabernacle Choir: "The First Noël," "Hark! the Herald Angels Sing," "Deck the Halls," "A Baby Is Born," "The Holly and the Ivy," "Nativity Carol," "Hodie, Christus Natus Est," etc. Columbia MS 6192, $5.98. (Monaural: ML 5592, $4.98.)	Despite the temptation to bigness of sound and exaggerations of dynamics latent in the hundreds of voices in the choir and the resounding properties of the Salt Lake City Tabernacle, proprieties have been more than observed in these performances. Indeed, the treatment of the organ by Alexander Schreiner and Frank Asper, and the control of the whole by Richard P. Condie, have some qualities of restraint that smaller, less well-endowed groups might emulate. At the same time, if one wants to boost the gain sufficiently, a close likeness of the original setting can be created.
Odetta: "Virgin Mary Had One Son," "Somebody's Talking About Jesus," "Go Tell It on the Mountain," "Poor Little Jesus," "Shout for Joy," etc. With Bill Lee, string bass. Vanguard VSD 2079, $5.98.	Though the accent is different, the sentiment is the prevailing one of the season, as Odetta conveys vividly in her distinctive voice and artistry. There are some spirituals in which the bass playing of Bill Lee comes a little too close to the popular idiom, but that is a matter of taste on which others might not be in agreement. Some of the contents researched by Ned Wright and Milton Okun (to whom Odetta acknowledges her thanks) are wholly unfamiliar: such, for example, as "Poor Little Jesus," "Rise Up Shepherd and Follow," "Oh, Jerusalem," and "What Month Was Jesus Born In?" The reproduction leaves nothing to be desired. (Monaural: VRS 9079, $4.98.)
St. John's Russian Orthodox Choir: "God Is with Us," "Thy Nativity," "Rejoice All Ye People," "Cry Not, Rachel," "The Georgeous Gift," etc. Lawrence Havriliak, director. Cook 1095, $4.98.	The locale of the church is not identified, but it can be credited with an excellent choir, and a discriminating director in Havriliak. He maintains an excellent balance among the female and male voices, avoids any tendency toward display for its own sake in the carols cited, which have an absorbing blend of melodic freshness and harmonic color related to the "Little" Russian or Ukrainian background from which they derive. Side II is devoted to a "Liturgical Concert" which includes Lvovsky's "Lord, Have Mercy" ("Hospodie Pomeloi"), "The Lord's Prayer," by Kedroff, and other matter by Bortniansky, Kastalsky, and Tchaikovsky. All are performed with the same respect for musical values and textual authenticity which permeate the singing on Side I. The excellent soloists here include tenor Peter Romanchak and bass Richard Eggenberger. The recording conforms to the high standard associated with Cook Laboratories.
Temple Church Choir: "Hark! The Herald Angels Sing," "God Rest Ye Merry, Gentlemen," "While Shepherds Watched," "Unto Us a Boy Is Born," "In Dulci Jubilo," "The Holly and the Ivy," "O Come, All Ye Faithful," etc. Organist and choir director G. Thalben-Ball, Angel S 35834, $5.98.	Tradition dating back to 1185 when London's original Temple Church was consecrated is incorporated in the recording, which combines children's and adults' voices blended over a bass-heavy organ, the whole resounding through vaulted spaces. From time to time the choral sequence is varied by such contrasting matter as Herrick's "What Sweeter Music" spoken by young Richard Brown, "Three Kings" with a treble solo by Robin Lough, and Dunbar's "Sing Heaven Imperial," again by Brown. In addition to traditional arrangements by his predecessor H. Walford Davies (whom he succeeded in 1919), several of the carols are heard in settings by Thalben-Ball, and the second side ends with his own "Gloria in excelsis Deo." All of the recording is good, and some of it reproduces the atmosphere of the church with remarkable fidelity. (Monaural: 35834, $4.98.)
De Vol, Frank: "Sweet Sound of Christmas." "Ring Christmas Bells," "The First Noël," "O Tannenbaum," "Silent Night, Holy Night," etc. "March of the Toys," "White Christmas," "Winter Wonderland," "Jingle Bells." Columbia CS 8343, $4.98.	Just what kind of audience this orchestral mélange is intended to serve is not spelled out on the sleeve, but to judge from the string-with-bells (church *and* sleigh) scoring, it might do nicely as background music for supermarket shopping. At least the pseudo-sacred is confined to one side, the salably secular to the other. By sound alone, it would be hard to tell one from the other. It drips vibrato, doublings, and hard-sell "good cheer." Exposure to both sides would be enough to turn even Tiny Tim into a Scrooge. De Vol conducts his own arrangements with proper reverence, and the reproduced sound is excellent. (Monaural: CL 1543, $3.98.) —I. K.

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Carter and Shapero

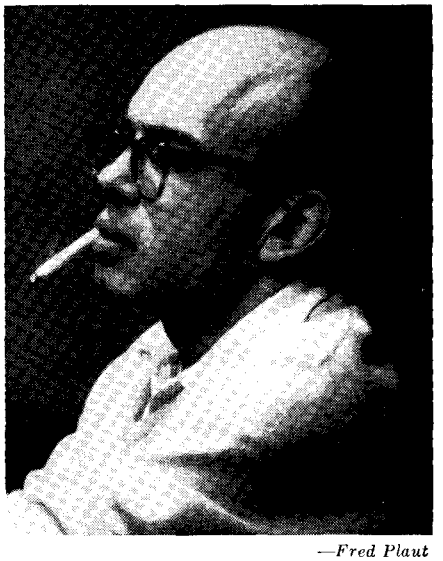
BOTH the Walter W. Naumburg Foundation and Columbia Records merit our thanks and congratulations for the brave and splendid work they do in making available such distinguished works as appear in their most recent release of Elliott Carter and Harold Shapero.

The choice and coupling of Carter's Sonata for Flute, Oboe, Cello, and Harpsichord with Shapero's early String Quartet No. 1 (Columbia ML 5576, MS 6176) is a fine one. Both are splendid works by two masterful craftsmen. Although Carter is Shapero's senior by twelve years, his Sonata has a greater youthfulness despite its profoundly serious intent. It is remarkably fresh. But neither composer writes for the easy ear. Carter has become one of the most thoughtful, careful, and painstaking composers of our time. To follow one of his scores, to watch his ideas emerge and evolve, to be intrigued by the infinite variety of his handling of musical materials, is a delight indeed. One is at once aware that his skill is a subtle one, and on hearing and rehearing his works (for which we may be profoundly thankful to the art of recording) we can appreciate their durability. They wear well indeed, for unlike many works that reveal themselves more readily, Carter's reward one more with successive listening.

The Sonata for Flute, Oboe, Cello, and Harpsichord was written in 1952

—*Helen Merrill.*

Carter—"a type of connoisseur's art."



—*Fred Plaut*

Shapero—"natural musical facility."

on commission from Sylvia Marlowe, who, having organized a quartet of these instruments, determined the special combination of players we hear in this recording. Several other composers, including Cowell, Hovhaness, and Weber, also wrote for Miss Marlowe and her group. The harpsichordist here, however, is not Miss Marlowe, who has performed the work numerous times with considerable success, but Robert Conant, who also does nobly. The other splendid players are Anabel Brieff, flute; Josef Marx, oboe; and Lorin Bernsohn, cello. The performance is excellent.

RETURNING to the matter of composition and Mr. Carter, we find here a type of connoisseur's art. By intent, Carter avoids writing down to the less sophisticated mind. To the simpler musical intelligence this is complicated, difficult, and not oversensuous music. It is obviously not written for the ladies. This is more for the curious. To those who may be intrigued but somewhat perplexed by certain difficulties, Carter has given an answer. In addressing students at Princeton, he remarked that he sees no reason for simply being difficult. "Whenever difficult passages seem imperative in my works," he added, "I try to make them especially rewarding once they are played correctly. For I regard my scores as scenarios, auditory scenarios, for performers to act out on their instruments, dramatizing the players as individuals and participants in the ensemble." The result, as can be readily perceived here, is one not overladen with lofty emotion but one addressed to the mind and the spirit as well. It has its wit, its tenderness, and its mystery. It speaks to one; it does not bowl one over.

Harold Shapero's music has in a sense a greater spontaneity. It is born more out of strictly active musical experience than out of meditation and pondering. His music study began early, and he has been interested in all types of music, including jazz. In this idiom he composed a charming chaconne after Monteverdi, which he wittily titled "On Green Mountain."

One senses a natural musical facility as well as a relish for sound. The String Quartet No. 1, performed here by Robert Koff and Paul Bellam, violins, Walter Trampler, viola, and Charles McCracken, cello, is—as its opus number indicates—an early work. It is in fact a student work completed during his junior year at Harvard and is dedicated to Walter Piston, with whom he was then studying. It is a highly disciplined score and leans in the direction of neoclassicism. There is a stronger stylistic kinship here with his Symphony for Classical Orchestra (which has also been recorded by Columbia) than with his deeply moving "Credo," recorded in the Louisville series.

THE first movement of this quartet is broad and lyrical, though the material is rather restricted, being based largely on the chord of a major seventh. The second movement, which seems quite inspired as it begins, becomes preoccupied with mechanics of composition rather than with the natural flow his music usually possesses. The concluding fourth movement is a vigorous one and is one of the most highly satisfying sections of the piece. It is, like the rest of the work, both original and skilful. It is no wonder that Shapero won the coveted Prix de Rome of the American Academy when he submitted this work back in 1941. But much has happened musically since that time and one waits with eagerness for later and more characteristics of this consequential "younger" composer. Aaron Copland observed sagely that in the case of Shapero "technical adroitness is put at the service of a wonderfully spontaneous musical gift."

To anyone interested in the development of Shapero, this Quartet is a must. The recording technique is excellent. Again I feel that stereo is a waste in this type of chamber music, since it is the fusion of instruments that is important rather than their separation. —OLIVER DANIEL.

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Most Musical, Most Melancholy

GRIEG: *Two Elegiac Melodies ("Heart Wounds" and "The Last Spring"), Opus 34. Eduard van Beinum conducting; "Peer Gynt" Suites Nos. 1 and 2, Opera 46 and 55. Jean Fournet conducting, with Annette de la Bije, soprano; both with the Concertgebouw Orchestra of Amsterdam.* Epic BC 1099, $5.98 (monaural, LC 3732, $4.98).

"Sweet bird, that shunn'st the noise
of folly,
Most musical, most melancholy!"

These lines of Milton might well be used to describe the art of the late Eduard van Beinum, nowhere better epitomized than in this recording of Grieg's exquisite miniatures. The "Two Elegiac Melodies," not the twentieth or thirtieth pairing of the two "Peer Gynt" suites, constitute the principal interest here, and it is regrettable that the disc was not filled out with more of Grieg's music for string orchestra instead of the thrice-familiar suites.

Beinum's fine sense of proportion and respect for his art kept him from being a showman conductor. He believed in letting the music speak for itself, and disciplined himself and his superb orchestra to insure that it would be heard in its best voice. There was no "fussing" in Beinum's readings, no tampering with scores, no calling attention to virtuosity for its own sake. If his straightforward readings were not always the most exciting, they often proved to be the most enduring.

"The Last Spring" happened to be the last music recorded by Serge Koussevitzky, and it may have been Eduard van Beinum's last recording as well. If so, it is a fitting epilogue to the great Dutch conductor's weightier Brahms and Bruckner recordings, for it is marked by his characteristic restraint, the slight understatement so much more poignant than excessive "treatment." However, Epic announces for January release a further Beinum disc, pairing two J. C. Bach Sinfonias (one of them the "Lucio Silla" overture so long associated with Mengelberg) with selections from the "Water Music."

Van Beinum—"a fitting epilogue."

The "Peer Gynt" suites are full of attractive things, of course, but this by now tired music needs a good deal of imagination and loving care to vivify it. The anonymous jacket notes describe Jean Fournet as "a specialist in the conducting of colorful and striking music," but anyone hoping for another Beecham, Ansermet, or Monteux is in for disappointment. One doesn't look for great profundities in this music, but Fournet's superficial and efficient treatment adds up to dulness, and the joining of the final two sections of Suite No. 2 was surely a mistake.

If the use of a soprano in the "Solvejg's Song" which closes Suite No. 2 is a tradition in Holland, it is certainly an admirable one, but the earlier recording by Willem van Otterloo and the Hague Philharmonic, with Erna Spoorenberg (on the same label, Epic LC-3007), is clearly preferable on all counts, unless one insists on stereo. Otterloo's handling of the percussion in the "Arabian Dance" is more imaginative, Spoorenberg's line in "Solvejg's Song" much more natural-sounding. Of course, that recording, still a favorite of many, is almost eight years old. Beecham's quite wonderful Angel recording *is* available in stereo, employs a chorus as well as a soprano, and throws in two additional numbers as well.

—RICHARD FREED.

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Critics' Poll

Continued from page 41

tion for a few weeks, the RCA Victor version of the Brahms Concerto No. 2 with Sviatoslav Richter as piano soloist and Leinsdorf conducting the Chicago Symphony Orchestra was cited as most memorable of the year's concerted recordings by a dozen critics. Among them were Hilmar Grondahl, Portland *Oregonian*, and Douglas Watt, *The New Yorker*. There were multiple mentions, in addition, of Richter's name, in the "outstanding new artist" category, or for such other recordings as the Moussorgsky's "Pictures" on Columbia (singled out by Roger Dettmer, *Chicago American*, and by Roland Gelatt, *High Fidelity*), or the D minor Mozart Concerto (Deutsche Grammophon), commended by Warner Twyford, Norfolk (Va.) *Virginian-Pilot*.

Even so, the name most frequently encountered, in one context or another, was Joan Sutherland's. The Australian soprano's part in Handel's "Acis and Galatea" has already been noted; she was also the choice of fourteen critics as the "outstanding new artist," and her "Operatic Recital" and "Art of the Prima Donna" (both on London) were widely endorsed. Other vocal recordings that had strong partisans were Eileen Farrell's several recent collections, Gérard Souzay's "World of Song," Dietrich Fischer-Dieskau's Wolf songs, the Leontyne Price and Cesare Valletti recitals on RCA Victor.

This being a Mahler year, the quantity production of important works in his catalogue was reflected in frequency of mention of the recording of his Symphony No. 4 by Fritz Reiner and the Chicago Symphony (RCA), "Das Lied von der Erde," with Fischer-Dieskau and Paul Kletzki on Angel, and Bruno Walter's on Columbia. The recently issued Verdi "Requiem," recorded for RCA in Vienna by Reiner and the Vienna Philharmonic, has apparently attracted more attention in its category than anything else. London's enterprise in issuing the Ansermet version of the Beethoven No. 9 on a single stereo disc prompts several critics to ask the obvious: why, if quality can be preserved on a record with the content of this one, restrict any side to fourteen or sixteen minutes of music?

Among those whose interest runs to other things than classics of the repertory, gratitude was outspoken for Columbia's enterprise in making available such a work as the Second Symphony of Charles Ives in a performance by Leonard Bernstein and the New York Philharmonic Orchestra, for its Varese venture with Robert Craft, and also for its chamber music series relating to

contemporaries; to Angel for continuing, in an expanding way, its "Great Recordings of the Century" series; to London for its Marlowe Society performances of Shakespeare; and to Decca for the New York Pro Musica Series. Spoken records, which have not enjoyed great productivity this year, were typified best by John Gielgud's "One Man in His Time," ("Ages of Man" Vol. II, Columbia), Archibald MacLeish's "J. B." in its Soria Series release for RCA Victor, and "Speeches of FDR."

In comments derived from a category entitled "What performance are you looking forward to hearing in stereo?" emphasis leans heavily to Wagner. Several suggested an extension and completion of the "Ring" dramas as begun by London in last year's widely acclaimed "Das Rheingold," or a new recording of "Die Meistersinger," or a "Tristan and Isolde" with Birgit Nilsson. Of course, none of the requesters undertook to spell out how some of the key roles in these works could be effectively cast at the present time, but theirs not to wonder how, merely to ask.

THE CRITICS PREFER:

Opera: "Turandot" (Puccini), with Birgit Nilsson, Renata Tebaldi, Jussi Bjoerling, and Giorgio Tozzi; Erich Leinsdorf conducting (RCA Victor).
"Aïda" (Verdi), with Renata Tebaldi, Carlo Bergonzi, and Giulietta Simionato; Herbert von Karajan conducting (London).

Orchestral: Concerto No. 2 (Brahms), with Sviatoslav Richter, piano, and Leinsdorf conducting the Chicago Symphony Orchestra (RCA Victor).

Vocal: Joan Sutherland, soprano, "Acis and Galatea" (Handel), operatic repertory, etc. (London).

Spoken: "One Man in His Time," John Gielgud reading Shakespeare (Columbia).

Of more general comments, a strong trend is typified by the questionnaire jointly answered by Norman S. Nadel and James N. Cain of the Columbus *Citizen-Journal:* "Too much repetition; in fact, too many records. That which is new frequently crowds off the market worth-while performances that were released as little as two months before." Or by Cliff Coleman of Honolulu: "Too many war-horses." Or by Fredson Bowers of Richmond, Va.: "Too much duplication of standard works."

In the same vein, Les Zacheis, Cedar Rapids (Ia.) *Gazette*, queries: "Where, for example, is an available recording of Handel's 'Esther' or 'Samson' or 'Jephtha,' or Lukas Foss's 'Prairie,' or 'Song of Songs,' or the Roy Harris 'Folk Song Symphony,' or Gabriel Pierné's 'Children's Crusade'. . .?" He has other suggestions, too, but these will do for now. Finally, says E. Reinhold Rogers, Jr., Clearwater (Fla.) *Sun:* "The world is better for recorded music and other entertainment on records, but equipment manufacturers and recording companies must meet their responsibilities by improving their products and keeping costs as low as possible—and keeping faith with the public."

—Irving Kolodin.

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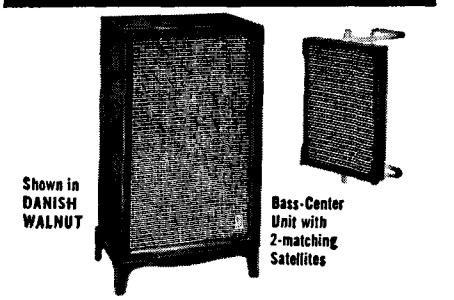

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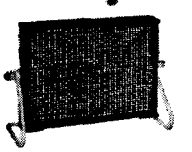

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Published: 1960. 32 p.

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Published: 1959. 32 p.

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EDUCATION IN AMERICA

Education Editor: PAUL WOODRING

Associate Education Editor: JOHN SCANLON

SR/EDUCATION

DECEMBER 17, 1960

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The Goals of Education

THE American people have long believed deeply in the importance of education for themselves and their children, but their reasons have usually been stated in terms of personal rather than national goals. We believe that a good education helps one "to get ahead in the world," and by this we mean that it helps us to find more profitable and more congenial employment, to rise in social position, and to live better. These personal goals are not always achieved because, as secondary and higher education becomes more nearly universal, many graduates find that a diploma or a degree no longer gives assurance of high social status, professional employment, or economic security. Perhaps it never did, but it undoubtedly increases the probabilities.

In recent years Admiral Rickover has become the spokesman for a group of Americans who believe we must shift the emphasis from personal to national goals. Alarmed by the threat of atomic annihilation, they see national survival as an end—perhaps *the* end—of education. They have taken the position that unless we survive as a free nation, other aims are futile and that only an improved educational system, specifically designed to select and produce scientific and technological talent and leadership, can save us. This fear was reflected in the National Defense Education Act of 1958, which provided for better selection of talent and for improved education in mathematics, science, and foreign languages.

At the other extreme are those professional educators who see the child's adjustment to his social environment and the predicament in which he finds himself as the major goal of education. This group is much smaller than the critics of education would have us believe—probably half the teachers in the nation never heard of "life adjustment education" until Bestor, Rickover, Dorothy Thompson, and other critics chose it as their point of attack—but it does exist and continues to get some attention in the professional literature and in the classrooms of some cities. The "life adjustment" approach was originally intended to be applied only to the less able students who had difficulty grasping the academic disciplines, but the point of view that is implied in it has filtered into much educational thinking and has been used to justify a less rigorous education even for those fully capable of achieving high standards.

In between the Rickovers and the life adjustment enthusiasts are the old-fashioned progressive educators who emphasize the school's responsibility for the "whole child," and also the humanists who believe the proper goal of education is the full development of the "whole man" who, presumably, is just a "whole child" grown up. Both these groups have made a strong case for broadening the school's role, but they have failed to distinguish between the limited goals of the school as an institution which the child attends part-time for a few years, and the broader goals of a lifetime of experience, in and out of school. By asking the school to accept full responsibility for all the desirable goals of life, they have made it more

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difficult for it to do anything well.

A fourth point of view is that of the classicists and of others who take the long view: that the aim of education is cultural continuity. Through his education the child should become fully familiar with the experiences of man's past in order that he may become a part of his own culture. A knowledge of the history, literature, art, and science of the past is held to be the best possible preparation for the future because it enables us to build upon the past and to avoid the mistakes of our ancestors.

IT would be possible, perhaps, for a school to strive toward all these goals at once, but it would be difficult to achieve them equally through a single program, both because the goals are not entirely compatible, and because the time and resources available to the school are limited. In any case it appears that some decision about priorities is essential in order that teachers may know where to place the greatest emphasis.

John Gardner's Report to the President of the United States on National Goals in Education, which is summarized and discussed on the following pages, is an attack upon this difficult problem. We urge our readers to give it their attention. —P. W.

Death Knell

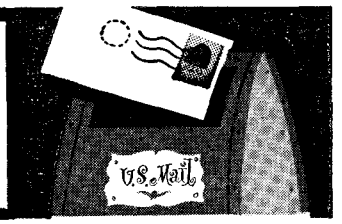
The following is an excerpt from the sweeping decision handed down on November 30, 1960, by a three-judge Federal Court in the New Orleans school desegregation case:

". . . However ingeniously worded some of the statutes may be, admittedly the sole object of every measure adopted at the recent special session of the Louisiana Legislature is to preserve a system of segregated public schools in defiance of the mandate of the Supreme Court. . . .

"A mere recitation of the scheme suffices. No one dare contest the sole purpose of this legislation is to defeat the constitutional right of colored children to attend desegregated schools. Since such is their purpose, they are all unconstitutional."

For an analysis and discussion of the legal aspects of the segregation-desegregation problem, see "1960: Turning Point for Desegregation?" on page 52.

Letters to the Editor



THE INTELLECTUAL GIRL

Is ETHEL STRAINCHAMPS'S conclusion [*SR*, Nov. 19], that an educational system which results in ironic resignation might as well not be upset, just some more of that ironic resignation?

I. A. BURNETT.

Thermal, Calif.

THE ARTICLE by Ethel Strainchamps gave me great pleasure, because I am seventy years old and completely resigned.

Younger readers, who still feel some pain, will write you about the satisfactions of housewifery not mentioned by the author.

MARY H. EATON.

Gray, Me.

ETHEL STRAINCHAMPS'S "Plight of the Intellectual Girl," paints what appears to me to be an unreal and unnecessarily grim picture of the intelligent woman in today's world. Perhaps Mrs. Strainchamps was overstating the case by saying "wife and mother" but it muddied the argument considerably. We are coming closer to the time, if it has not already arrived, in which a woman may choose to combine a career and housekeeping, to any degree she may choose.

MAXINE SCHOGGEN.

Eugene, Ore.

I HAVEN'T HAD the pleasure of exercising intelligence in the academic sense—or any other—since I left college twelve long years ago. I haven't had time. Why? Precisely because I am a career girl and a mother. In theory I'm supposed to be one of those enviable ones who applies her skills and abilities to better things than mere homemaking. In practice I'm an overworked, distracted wretch doing both.

ANNE THUESON.

Sioux City, Ia.

EDITOR'S NOTE: *The editors of the Education Supplement, all of whom are married to intellectual girls, refuse to be drawn into this argument.*

TEACHERS' SALARIES

AS AN ADMINISTRATOR in a large New York City high school I was somewhat surprised, if not shocked, by the introduction of the term "teacher productivity" in the article by Sidney G. Tickton entitled "Teachers' Salaries Then and Now" [*SR*, Nov. 19]. The author takes the position that increased "teacher productivity" may provide the "leverage on teaching salaries that has long been lacking." What is this teacher productivity that Mr. Tickton talks about? It means more students per teacher through the use of such devices as television, language laboratories, teaching aids, and clerks to handle nonteaching duties. The implication is therefore clear that teacher productivity can be judged by the number of pupils a teacher reaches. Does it follow therefore that a teacher who presents a lesson on TV to hundreds of thousands may be said to be a more productive teacher than one who meets small groups in the classroom?

MAX E. OSTROVER.

Yonkers, N. Y.

EDITOR'S NOTE: *Yes.*

IF THE workers in manufacturing industries have had an 187 per cent increase, they deserve it—if not more. But let's not compare our teachers to workers in manufacturing industries in order to gain higher salaries. This has been repeatedly done over the past few years. Let's place our teachers where they belong—in the professional field—and show why they are in the professional field.

ARCHIE B. CRAWFORD.

Torrence, Calif.

DR. CONANT

DR. CONANT'S BOOKS on the American high school and the junior high school are disappointing. From a mind of first-rate quality, from an educator of such eminence, I would hope to find in his books a questioning of broad educational concepts and his thoughts as to how these concepts should be changed.

Instead, his books are largely concerned with administrative problems: how to implement present concepts. These are problems best left to school superintendents and principals. Some schools are already implementing today's concepts in ways approved by Dr. Conant. The implication in his books, then, is that if all schools would "go and do likewise" all will be well.

CELESTE T. FORBES.

Weston, Mass.

PAROCHIAL SCHOOLS

LATEST enrollment figures from the U. S. Office of Education show there are 5,780,000 pupils now enrolled in non-public high schools. This means there are well over 7,000,000 students whose parents are paying double for their children's education. Are these same people (citizens all) beginning to find this type of discrimination unbearable? Admittedly, yes, and they are wondering why this should be.

R. A. BERNERT, S.J.

Madison, Wis.

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NATIONAL GOALS IN EDUCATION

A Commentary on the Gardner Report

Ten months ago, President Eisenhower appointed eleven distinguished Americans to a Commission on National Goals, to "develop a broad outline of coordinated national policies and programs for the next decade and longer and, . . . in the process, [to] set up a series of goals in various areas of national activity." The Commission has now completed its study and this week it submitted its report to the President. Entitled "Goals for Americans," it is being published by Prentice-Hall ($1 paperback, $3.50 cloth-bound). *The first chapter is the Commission's own report, which restates the ultimate goals of the nation and weighs practical measures for attaining them. This is followed by fifteen supporting chapters, each prepared by an outstanding authority in the field, dealing with key areas of national life and indicating actions that might be taken by the American people to attain the stated goals. John W. Gardner, president of the Carnegie Corporation, prepared the chapter on National Goals in Education. An editorial commentary on Dr. Gardner's chapter follows, and highlights from the chapter appear on page 51.*

By PAUL WOODRING

THE Gardner Report is an enlightened discussion of the problems facing American education and a series of thoughtful proposals for meeting them. The title is somewhat misleading, for only a small part of the report deals directly with goals; a much larger portion is devoted to bringing together some of the best of the recent proposals for improving our educational establishment. These alone would make this an important document, but, important as they are, such things as curriculum revision, school reorganization, improved salaries for teachers, and new educational technology are not the goals of education; they are means toward ends and unless the ends are clear the means may be badly employed. Dr. Gardner appears to take the pragmatic position that means and ends are indistinguishable, or at any rate that they are so closely interrelated that an attempt to discuss one without the other is futile.

In his introduction, Dr. Gardner recognizes the importance of both national and individual goals for education and he sees no conflict between them. In his introduction he says: "A society such as ours, dedicated to the worth of the individual, committed to the nurture of free, rational and responsible men and women, has special reasons for valuing education. Our deepest convictions impel us to foster individual fulfillment. We wish each one to achieve the promise that is in him. We wish each one to be worthy of a free society, and capable of strengthening a free society."

If we attempt to distinguish between the goals stated and those implied, and between goals and the means of achieving them, it appears to this reader that Gardner has a single, all-inclusive goal so far as individuals are concerned: "In dealing with students, the first goal is *equality of opportunity.*" His second, third, and fourth goals are merely elaborations on the first: equal opportunity for women, for members of minority groups, and for those who lack money and live on the wrong side of the tracks.

This goal is unquestionably of major importance because it is inherent in our Constitution and our tradition that men are born free and equal. It is important to have it stated forcefully because it is a goal not yet achieved and extremely difficult to achieve.

Gardner's proposals for moving more rapidly toward its achievement include an extension of the comprehensive high school where adolescents of varied backgrounds can learn together, federal assistance to schools in backward areas, racial desegregation, and improved schools in city slum areas" to put the best education at the disposal of underprivileged youngsters." He would also extend our system of free community colleges and provide state and federal scholarships to enable talented boys and girls to attend the best universities.

Equality of opportunity does not mean the same amount of education or the same kind of education for all, and Gardner wisely gives considerable attention to the problems posed by individual differences in interests, special aptitudes, and learning capacity. He insists that our schools must provide adequately for the full range of talent, and he has many proposals for how they might do it.

His proposals for the equalization of opportunity at the secondary level are, in broad outline, similar to those of Dr. Conant, whose studies were supported by the Carnegie Corporation, of which Dr. Gardner is president. Both Gardner and Conant emphasize the importance of ability grouping in the academic subjects, special programs for the talented, better guidance for all, and of high schools large enough to offer a wide variety of vocational as well as academic courses. The differences are less conspicuous but, while subtle, some of them are important. Gardner goes further than Conant in recommending the use of television and teaching machines. Conant does not oppose such innovations but says they must stand the test of time. Gardner calls attention to the dangers in their possible misuse but urges their proper use. He cautions against "premature enthusiasms" on the one hand and against "misguided antagonism" on the other.

IN HIS discussion of the elementary and secondary curriculum, Gardner proposes clear priorities. "Some subjects are more important than others," he says. "Reading is the most important of all." However obvious this may seem, previous reports, including the earlier recommendations of the Educational Policies Commission and the Report of the White House Conference of 1955, failed to make the priorities clear. By listing many goals, subjects, and activities appropriate for the schools, and by failing to say which ones are most important, they made it more difficult for educators to stress the essentials and reduce the emphasis on the trivialities that are prone to crowd them from the curriculum. By his willingness to say what must come first, Gardner has taken an important forward step.

"Mathematics is second only to reading as a priority subject in the elementary school," says Gardner. He adds

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that mathematics teaching, like the teaching of reading, will profit greatly by a general upgrading of the qualifications of elementary teachers. He adds, also, that in both reading and mathematics, remedial work should be prompt and generous and, when necessary, should continue into the high school.

AT THE secondary level, in addition to reading, writing, and mathematics, Gardner lists science, foreign languages, and social studies as high-priority subjects. He goes somewhat further than Conant in urging a thorough overhaul of the secondary curriculum and of the subject matter in science, mathematics, and social studies. In urging an emphasis on these subjects he makes it clear that he is not urging that they be taught as they have been in the past.

Gardner proposes that colleges "should be prepared to handle up to 50 per cent of the college-age population by 1970." He is well aware that this will place an enormous burden on higher institutions, but he shows little sympathy for those who think that the problem can be solved by raising entrance standards and keeping students out. To staff the new and enlarged colleges "we should be producing 20,000 Ph.D.s annually by 1970 (twice the present number) without a drop in quality." He would achieve this by raising faculty salaries to make college positions more attractive, by providing scholarships and loan funds for graduate students, and by enlarging facilities for graduate education.

Gardner says that all students headed for graduate or professional schools should spend their undergraduate years in a liberal arts program majoring in one of the scientific or scholarly disciplines underlying their future profession. But, except for the major, he has little to say about the content of liberal education at the college level and he makes no suggestions for improving it. He does not suggest the priorities of subjects for this level as he did for the lower ones. Perhaps he believes that no changes are necessary in the present liberal arts program; but if so, there are many who would disagree.

He does not discuss the goals of liberal education at the college level for those who will not go on to the graduate school. He does say that "we must insist that every college student be challenged in terms of his own potential," that "a college education should be a reasonably arduous experience," and that "*no* institution should be without a strong liberal arts component." But the goals of liberal education are implied rather than stated. For those unfamiliar with these goals —and this category includes many college professors who think only in terms of their own subjects—a clear statement would have been helpful.

Although he believes that the local school district remains the key to good public education, Gardner shares Conant's conviction that a great many school districts today are too small to operate efficiently, and must be consolidated. (It seems curious that he does not mention the fact that we also have a number of school districts in the larger cities that are much too large to operate efficiently. New York City, for example, has 1,000,000 students and 40,000 teachers operating under a single board of education.) Gardner emphasizes the importance of good school boards and spells out in detail the qualifications their members should possess.

He believes that states will play a greater role in public education in the future than they have in the past and that the Federal Government will become more deeply involved. "The urgent requirements — and opportunities — of modern life," he says, "make it necessary that we handle some problems at the state and national levels, whether the field be transportation, communication, commerce, law enforcement, or education."

In higher education, too, the Federal Government is destined to play a larger and more active role. Gardner says: "The government has had long and varied experience in contributing to the support of higher education, so its role will not be new. The familiar problem is to design a role for the Federal Government which does not diminish the autonomy of the colleges and universities." He describes in some detail what this role should be.

In concluding his report, Dr. Gardner re-emphasizes the need for continuous reappraisal of all existing educational practices and for innovation. He says: "The somewhat blind evolutionary process of the past in education is no longer suited to the needs of our fast-changing society . . . we must give special attention to such matters as the quality of school boards, the scope of state responsibilities, and the adequacy of federal organization . . . American education can be as good as the American people want it to be. And no better.

"And in striving for excellence, we must never forget that American education has a clear mission to accomplish with every single child who walks into the school. Modern life has pressed some urgent and sharply defined tasks on education, tasks of producing certain specially needed kinds of educated talent. For the sake of our future we had better succeed in these tasks—but they cannot and should not crowd out the great basic goals of our educational system: to foster individual fulfillment and to nurture the free, rational, and responsible men and women without whom our kind of society cannot endure. Our schools must prepare *all* young people, whatever their talents, for the serious business of being free men and women."

The Gardner Report is an important contribution to an understanding of the problems of American education and of the opportunities for improvement. We hope it will be read, not only by the President of the United States, to whom it is addressed, but by the new President, the members of Congress, and by all citizens who are interested in the fate of the schools and of the nation.

"He claims to have positive proof that we are ahead of the Russians."

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HIGHLIGHTS OF THE GARDNER REPORT

The Goals of Education

Education is essential not only to individual fulfillment but also to the vitality of our national life. The vigor of our free institutions depends upon educated men and women at every level of the society. Our schools must prepare *all* young people, whatever their talents, for the serious business of being free men and women.

In dealing with students the first goal is equality of opportunity. We should insist that regardless of the individual's economic level, regardless of his color, whether he lives in a modern suburb or the backwoods or a city slum, he should receive the best we can give in the way of opportunity and encouragement to develop whatever abilities he possesses. Girls (no less than boys) should be actively encouraged to develop their intellectual capacities.

Each child should be dealt with in terms of his own abilities. Every child should have the benefit of an educational program designed to suit his capacities and to develop him to the limit of his potentialities—whatever that limit may be.

Ultimately, education serves all of our purposes—liberty, justice, and all other aims—but the one it serves most directly is equality of opportunity.

The Teacher

The quality of the teacher is the key to good education.

Teachers' salaries (including those of college professors) must be raised until they are competitive with salaries in other fields for jobs involving comparable ability and length of training.

Schools should continue to experiment with differentiation of professional roles . . . the use of teacher aides . . . the rank of master teacher. . . .

Merit pay is another means of providing rewards commensurate with performance and should be universally adopted, with appropriate safeguards to insure fair treatment.

The School Curriculum

Some subjects are more important than others. Reading is the most important of all.

Mathematics is second only to reading as a priority subject in the elementary school.

All high school science courses should be revised in the light of current curriculum studies.

Foreign languages should begin no later than grade seven. In many schools they will begin in grade three. Texts should be revised to fit the new methods and every high school should be equipped with a language laboratory.

Social studies need a fundamental re-examination.

By 1970 the teaching of every subject from the elementary grades through high school should have received extensive reappraisal by teams composed of (a) the best minds in the subject matter field, (b) curriculum specialists, and (c) the most experienced elementary or secondary school teachers in the subject.

Innovations

The educational use of television holds great promise. . . . It may be employed to good effect or foolishly . . . one of the challenges facing education in the 1960s is to learn to use it well.

Another innovation that seems certain to have an impressive impact on the teaching process is what has misleadingly been called the "teaching machine"—and might better be called a self-teaching device. Where television holds the danger of standardizing instruction, the self-teaching device can individualize instruction in ways not now possible—and the student is always an active participant.

Higher Education

The pressure on college admissions will continue, not only because of an increase in the college-age population, but because a higher percentage of that population will actually choose to go to college . . . up to 50 per cent of the college-age population by 1970.

Students will differ greatly in their educational needs, and will have to be served by diverse institutions and programs.

Some institutions (e.g., community colleges and two-year technical institutes) will specialize in those whose educational plans (or potentialities) are least ambitious. These institutions have a critically important job to do. . . .

At the other end of the spectrum, some institutions will limit their student bodies almost exclusively to those who intend to go on to graduate and professional work.

Many institutions, especially state universities, will accept students over a wide range of abilities but will enroll them in different programs.

The graduate schools must expand their output to supply teachers for the vast growth of higher education, and to meet the increasing demands from government and industry for educated talent.

The Support and Control of Education

The local school district remains the key to good public education . . . [but] the states will play a greater role than they have in the past . . . [and] with education playing a vastly more crucial role in our national life, there is no likelihood that the federal government can escape greater involvement in it.

Our tradition of local control in education is a healthy one, but we must not let it thwart us in accomplishing important national purposes . . . Some tasks require long-term planning at the highest level. In such matters we must act as a nation.

We must have either a separate Department of Education at Cabinet level or a National Education Foundation (patterned after the National Science Foundation.)

While this reform is being debated . . . steps should be taken to create a Council of Educational Advisors, responsible to the White House but working closely with the Secretary of Health, Education, and Welfare.

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1960: TURNING POINT FOR DESEGREGATION?

To many thoughtful observers of Southern education, the recent events in New Orleans represent a major turning point in the long and bitter delaying action fought by die-hard segregationists against the U.S. Supreme Court decision of 1954. It now seems clear that the issue has been narrowed down to one simple choice—complying with the law or abandoning public education. A majority of Southerners, regardless of how they feel about segregation, do not want to close the schools. In this article, a professor of law at the University of Wisconsin who has made a careful study of the legal aspects of the segregation-desegregation struggle describes the picture as it appears at the end of 1960, discusses the emerging principles of law that promise to provide workable solutions to the problem, and spells out what he regards as a model plan for compliance.

By G. W. FOSTER, JR.

NINETEEN Southern school districts took the first step toward desegregation in the fall of 1960. Some 2,064 other districts continued, as before, to maintain complete racial segregation in their schools. Voluntary desegregation, widespread in the border states soon after the School Cases of 1954, had just about ended. Only court actions, brought individually against each school district, offered immediate hope for further desegregation.

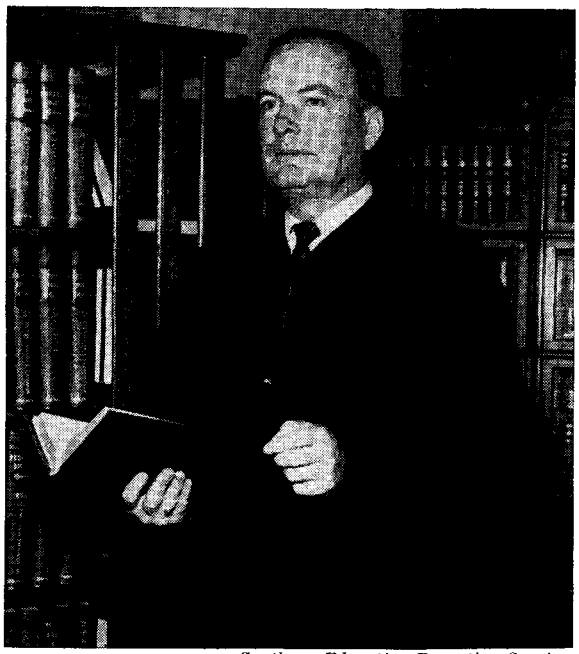
Yet by the fall of 1960 the low point in the rate of school desegregation had almost certainly passed. True, sweeping desegregation of all schools was not yet in prospect. But the period of shaking down, of learning the major problems and developing viable solutions, was largely over. Most of the South's "massive resistance" laws had been taken to court and had emerged as dead letters. Court procedures were settling into reasonably efficient patterns. Workable principles, evolved from six years of experience, permitted considerable flexibility and provided a fairly wide range of choice in developing desegregation plans which could be administered simply, were hard to evade, and were capable of producing much more than merely token desegregation in resistant school districts.

What follows is an attempt to sketch the elements of the picture as they looked toward the end of 1960: the problems which have so far been difficult and even unyielding; the emerging principles which, with refinement, promise to afford workable solutions for desegregation in major proportions; and some ways of easing the burdens that presently lie so heavily upon Negroes and upon the judges of the federal courts.

First, the problems which must be faced in working out any solutions for school desegregation:

Negro Reluctance

A FACT OFTEN overlooked in the complex business of school desegregation is the reluctance of most Negroes to press for it. It takes great courage to become a plaintiff in a desegregation case. The prospect of cross-examination in court is frightening and Negro parents are understandably reluctant to expose their children to embarrassment and threats of violence.



—Southern Education Reporting Service.
Federal Judge J. Skelly Wright—he held firm.

Of those who do go to court, some withdraw before the case goes to trial and others hesitate to appeal if the lower court rules against them. Even if there is no threat of violence the plaintiff often fears he may lose his job or face other economic reprisals if he presses his case.

Yet a surprising number of Negroes in the South today earn their living entirely within the Negro community. A secure Negro middle class is emerging, competent and sophisticated. In Atlanta and Memphis, if not in Birmingham, many express confidence that local police would adequately protect desegregation efforts against threatened violence. Few of these middle-class Negroes have been active in desegregation activities, however. One explanation, more articulate than most, came from a well-to-do Negro funeral director, a man prominent in the affairs of the NAACP in his state:

"The economically secure Negro is the most complete captive of the power structure of this city of anyone here. He's got it made. If he doesn't push for racial progress, he can even win further status for himself by getting appointed to interracial committees by whites. Most middle-class Negroes simply value other things ahead of school desegregation."

The kind of education the Southern Negro gets in his segregated schools accounts in part for his inertia where school desegregation is involved. Huge physical improvements have been made in the Negro schools during the past decade. There has been a widespread movement to equalize salaries of Negro and white teachers. Negroes, with fewer good economic opportunities, are more apt to stick with teaching. This gives them greater seniority, resulting in higher average pay and often in more years of graduate teacher-training than the whites.

But these apparent advantages are deceptive. Almost everywhere in the South the academic standards of Negro schools lag far behind the

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standards of white schools in the same system.

The difference exists in the first grade and grows steadily greater toward the higher grades. Because his parents are so poorly educated, the average Negro child on entering school scores, as a rule, significantly lower in achievement tests than the average white. The same factors of unreadiness for schooling increase the amount of time teachers must devote to problems of discipline, thus reducing the time and energy left for teaching. Only rarely are provisions made to increase the teacher-pupil ratios in order to correct these deficiencies. As a result, the Negro child's initial position of disadvantage worsens greatly by the end of high school because the rate of advancement is so much slower through the Negro schools.

The gap in academic standards is variable. Statistics tend to show that differences of two to four school years exist in the average class achievement levels by the twelfth grade. This means that only the very best Negro students are prepared to compete academically at the high school level. And it helps explain why some Negro children have returned to segregated schools after a semester or two of integration.

The lower academic standards of the Negro schools also result in part from the comparative incompetence of the Negro teachers. Most of them were educated in segregated primary and secondary schools even poorer than the ones they now teach in. They attended segregated Southern colleges which rarely looked behind the high school diploma they presented. And with this education they entered teaching.

Much has been done to encourage Negro teachers to obtain further education. Many flood the summer sessions at the graduate schools of education in the North, but a large number cannot meet the academic standards usually set. Professorial sympathies often result in donating points for deficient academic performances in individual courses, and ultimately in downgrading the standards for master of education degrees awarded Southern Negro teachers at Northern universities.

Many Negro teachers know, or at least suspect, that these degrees are sometimes obtained on watered-down terms. This only adds to the concerns they share with most other Negro teachers about desegregation. They point to instances in which pupil desegregation has not been followed by teacher integration, and to occasions in which some Negro teachers have not been retained by school systems that have desegregated. There is a widespread consensus that Negro teachers are one of the most effective forces against school desegregation to be found in the Negro community.

Residential segregation has also been an effective deterrent to school desegregation. The various plans, discussed later, which have been worked out for placing pupils in particular schools rely heavily upon residential segregation.

White Fear and Resistance

OBVIOUSLY, TOO, the dominant attitudes and behavior of the white South have deterred school desegregation. State legislatures have tried in a variety of ways to reinforce segregation, and have passed a host of laws aimed at preventing or at least slowing up desegregation. The recent behavior of the Louisiana legislature is a prime example.

Like Negro reluctance, white resistance stems from many factors. There are the traditionally dominant role and assumed superiority of whites; vested interests in applying the lion's share of tax moneys for the exclusive use of white citizens in schools, parks, museums, libraries, and the like; fears of lowering academic standards towards the lower average Negro level; fears of associating children with those of a group having higher rates of crime, delinquency, and family disorganization; and, as the teen-age level is reached, deep-seated fears of interracial dating leading to interracial marriage. And for the more sophisticated there is also the traditional issue of states' rights versus federal regulation to control education. These and other factors have created a massive resistance by whites in the Deep South which has expressed itself in everything from cross burnings to highly sophisticated legislative devices.

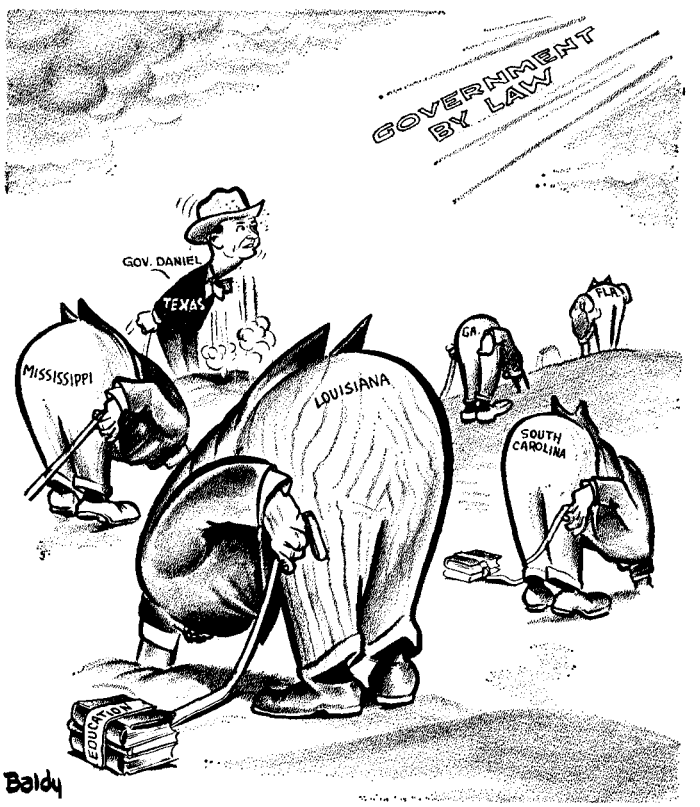
Running through much of the white resistance has been the insistent theme that public schools can be maintained on a segregated basis. This has been the segregationist's position from the beginning and the white South has been more than willing to give that position a try. But the closing of the public schools for a time at Little Rock, Charlottesville, Front Royal, and Norfolk has had a profound effect. Many who hoped to preserve segregation were awakened to the realization that the only real choice is whether to abandon segregation or abandon public education.

But public education, though in places it may be temporarily unavailable, will not be abandoned. And the real issues become: How much desegregation? And how soon?

Any system that operatse two or more schools must necessarily work out rules for assigning pupils to particular schools. There are countless ways of doing this, and the matter has traditionally been decided by local school officials. What the School Cases did was to require that these rules for assigning pupils be worked out in such ways that states were "no longer maintaining racially segregated public schools."

The Supreme Court recognized that a period of transition would be required to carry out a program of desegregation. Primary responsibility for working out the transition was assigned to local school authorities, subject to challenge and review of their programs by local federal District Courts.

Planning and carrying out the transition was a new experience for school officials and judges alike. The Supreme



—*Atlanta "Constitution."*

"Let's face it, men."

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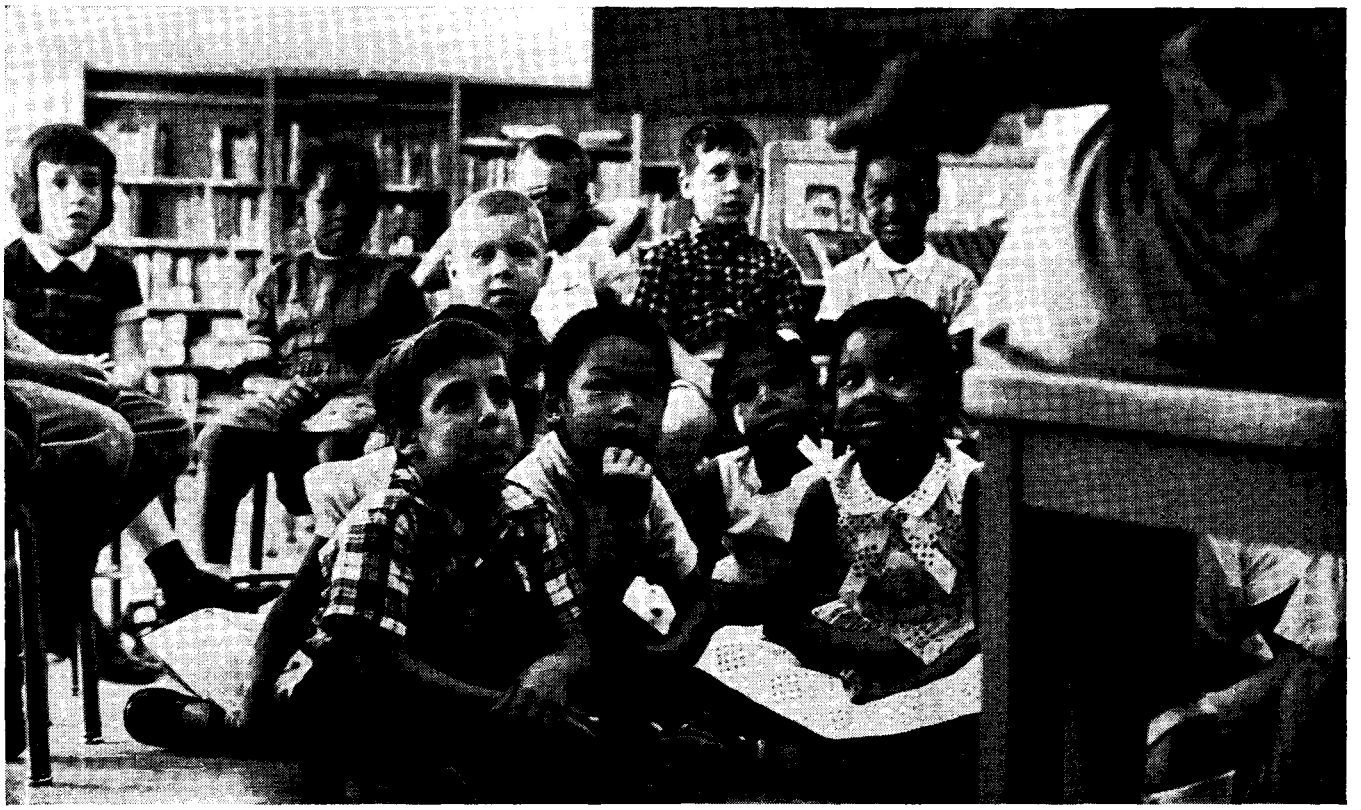

—*Carl Purcell (Pix).*

"The real issues have become: How much desegregation, and how soon?"

Court announced in 1955 a general formula for the transition: "A prompt and reasonable start" had to be made toward removal of racial distinctions in assigning pupils to schools, and the whole transition was to be carried out "with all deliberate speed."

HOW much (or how little) desegregation constitutes a "reasonable start" was a first question under the transition formula. Many transition plans have been proposed. So far as they involve the initial placement of the child in school, three types are generally identifiable. They will be referred to here respectively as the Alabama, the Baltimore, and the Nashville plans.

The Alabama Plan: Shortly after the School Cases, the lower courts began to read the decisions as imposing no affirmative duty upon local school officials to mix, or integrate, children of different races. In this view a school district could continue to maintain completely segregated schools so long as machinery for desegregation existed. A child could be assigned initially to a segregated school provided he could thereafter seek a transfer by nonracial criteria.

This rationale forms the core of pupil placement laws which Alabama and a number of other states have adopted. It is the core also of plans in force under court decree at Little Rock and, until recently, in a number of Virginia communities. And the so-called voluntary programs adopted by a number of North Carolina communities are based on the same idea.

Details of the Alabama-type plans differ from place to place, but they have these significant characteristics in common: Either by explicit direction or subtle suggestion, they initially place the Negro in a Negro school, and shift to him the initiative for getting out. Transfer to another school is permitted by criteria which call for subjective evaluations that can readily cloak racial discrimination. Thus, transfer may depend on whether an applicant has the proper cultural, moral, and ethical background and qualifications for admission to white schools. Since white children never apply for transfer to Negro schools, the transfer criteria are invoked only against the few Negroes who apply for a white school. Residential segregation is relied on, too: transfer is automatically denied any child who applies for a school farther from his home than the school he presently attends.

These Alabama-type plans rely heavily upon the inertia and reluctance of the Negro community. They treat the right to a desegregated education as an individualized affair, and not as a right owed to all people. When school officials refuse a transfer, and court review is sought, the child may be compelled to sit in open court and establish his compliance with these elusive standards. And the judge, obligated to scrutinize the whole process for signs of discrimination, often finds himself substituted as the ministerial authority who is in fact assigning pupils, a child at a time.

FROM the first, the courts have insisted that local placement plans had to be tried and shown to be inadequate before any judicial relief could be sought. Thus the Alabama School Placement Law itself was sustained by the Supreme Court against an attack by plaintiffs who had neither sought a transfer under the law nor otherwise offered proof that it was being administered in a discriminatory manner. The Court refused to presume, in advance of the fact, that officials would administer the law in an unconstitutional manner.

Recently, however, a decided change in tone has appeared in the opinions of several Courts of Appeal. Observing that segregation has persisted despite the existence of Alabama-type placement laws, they are now making it clear that local school officials have affirmative obligations toward the elimination of existing segregation. Formal plans or other steps must be taken "publicly to disestablish segregation in the school system."

The Alabama-type plans suffered a substantial setback, at least in theory, by a rule announced in a number of court decisions in 1960: the assignment

(*Continued on page* 65)

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A PARENT'S BLUEPRINT

In recent years parents and other citizens have been urged to take a more active interest in the schools, and many have done so. Some have found time to search deeply into educational problems, to read widely in educational literature, and to make their own proposals for educational reform. These proposals have not always been greeted with enthusiasm by professional educators, who sometimes seem to want lay support without lay advice, but we believe they deserve attention and thoughtful consideration. Mildred Garrett was born in Texas and now lives in Austin, where her husband is a civil engineer. She has also lived in California, Florida, Puerto Rico, and Alaska. The "twenty-three child-school-years" of which she speaks are those of a son who is now a graduate of the University of Texas and a daughter now in college. Her two grandchildren are of pre-school age.

By MILDRED B. GARRETT

FOR TWELVE years I have watched public education deteriorate. My criticisims have been resented as unwarranted lay interference in professional matters and my questions have been countered with that stock answer reserved for all busybodies: "Just how would *you* do it?"

Today I am answering that challenge. As a parent with twenty-three child-school-years behind me, I, along with millions of other parents, have earned the right to speak as a "professional" layman. "Professional layman" may sound like an amusing anomaly to some, but most parents will acknowledge the humor with a wry smile as they go on proving they are not amateurs.

We professional laymen have gone through a long and exacting course of study, not on a college campus, but on the school grounds. Our lectures have been in such meetings as *PTA*, mental health, and child study groups. Our discussions have ranged from formal panels to impromptu grocery-store sessions. Our labs, sometimes long and arduous, have been held in our homes and in our schools. Our texts have been our own children's school books and our outside reading has consisted of everything on education in the library and the public press. We have even had examinations—some of them searching and unexpected! They have assumed unorthodox forms but nevertheless demanded quick decisions and the right answers. They have included everything from a demand for "something about compost heaps with a lot of pictures" from one of the children to an urgent summons from the principal.

We laymen know that support of public education involves more than enrolling our children in school, working in the *PTA*, and voting in Board of Education and bond issue elections, but we have meekly refrained from assuming any responsibility for what goes on in the classroom because we have allowed ourselves to be deluded by impressive statistics, intimidated by experts, and lulled by easy catch phrases. As a result we have lost confidence in our ability to function as intelligent citizens and competent parents and, through our own stupidity, fear, and inertia, have lost control of our schools.

I am accepting the challenge to describe the kind of schools *I* would like with the fervent hope that other laymen will also speak up and tell in public what they have been telling so well in private over the grocery carts and coffee cups: the kind of education *they* would like for *their* children.

WE HAVE already had too much lay-educator controversy. Such quarreling has resulted in nothing but bitterness and recrimination. I have no desire to continue such pointless arguments, nor am I willing or competent to cite educational research, statistics, or authorities. The conclusions I have reached and the changes I advocate have all grown slowly, and sometimes painfully, out of my "professional" education.

I believe we are in a position to have better schools now than would have been possible even a decade ago. Our educators have tabulated and organized a great store of valuable knowledge about child growth and the learning processes. They have recognized the importance of "the whole child" but accepted the fact of individual differences. The community has undertaken the responsibility for the education of *all* children in areas beyond the three Rs. Teachers colleges have improved the quality of their training, and certification requirements for teachers have been raised along with their salaries.

All of these things are prime ingredients for good schools—but have we used them wisely? In our eagerness to free our children from the narrow confines and harmful practices of the little red schoolhouse, have we also destroyed the heart of public education? Have we accepted these new theories, concepts, practices, and services so enthusiastically that we have allowed them to become dangerous masters forcing us to bypass the real purpose of our schools?

THE time has come to specify the purpose of our schools in order to establish a fixed point of reference from which we can view the whole situation while we reorient our thinking and planning. A few years ago the emphasis was on full personality development. Before that it was on vocational training or social adjustment. Today our schools are being pressured into another rush of frenzied activity by our national need for more scientists and engineers. Frantic demands are being made to find the bright child, segregate him, and teach him all he can learn in mathematics and science. Unless we call a halt, something else is certain to follow after this emergency is over. No nation can long survive such educational folly as that which we are pursuing by concentrating all our effort on one group of children and one segment of the curriculum today and on another tomorrow.

"The aims of education" and "the purpose of the schools" are not synonymous terms. Let us recognize the "aims of education" as being the maximum development of "the whole child" but accept the fact that only the whole community can educate the whole child. This will narrow the purpose of the school to the specific sphere of responsibility which has been established by tradition—*academic training* and *intellectual development*—academic training meaning transmission of the culture of mankind and intellectual development meaning the creative use of that knowledge.

I believe that deliberately limiting the purpose of the schools will contribute much to the development of "the whole child." We will see our children not only acquiring disciplined minds and broader intellectual interests but enriched spirits and educated hearts as well. To say that education is "of the mind" does not imply denial or neglect of other aspects of child growth. By specifying the "mind" we are only defining the avenue of ap-

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proach the school will take in assuming its share of the responsibility for the education of the whole child.

We cannot operate our new single-purpose, individual-centered school under the traditional vertical grade system. This system uses the most unreliable of all criteria—chronological age—as the basis for a child's progress through the school. Teachers know this and are trying every sort of makeshift to minimize the harm: achievement level groups within each classroom, reading clinics, remedial arithmetic teams, social promotion, and so on. They are complicating relatively simple concepts and practices by trying to fit them into an unrealistic and inefficient organization of rigid grades cut into illogical segments called elementary, junior high, and senior high. In our new schools we will sweep away these relics of the past and organize a new system to fit our new needs.

WE WILL establish three four-year blocks of instruction time: primary, intermediate, and senior. The "four-year" time element will have little meaning, however, since the actual time spent in any unit by a child will depend on his individual achievement and may vary from three to five years. Time will never be an important element in meeting standards but is a necessary factor in establishing them. Achievement requirements will be so devised that they can be met in the allotted time by the average child with consistent effort under good instruction. Minimum requirements will be in effect only for the child of very low capacity.

Movement will be forward from level to level as each child proves himself ready for more advanced work. Such a fluid structure will not only adapt itself to the basic differences in capacity but will also provide for changes in each child's rhythm of learning. Every child will have the opportunity to compensate for his inevitable periods of diminished efficiency by being allowed to take full advantage of his periods of peak achievement. Rigid requirements within a flexible time schedule will replace the current system of flexible requirements within a rigid time schedule.

The emphasis on individual differences in mental power in no way minimizes the importance of the child's spiritual, emotional, social, and physical development. Differences in these spheres will be recognized and used as powerful factors in promoting intellectual growth. At the same time, the cultivation of the child's mind will be the means by which the school discharges its share of the responsibility toward the unfolding of each complicated, mysterious, and sacred personality that is "the whole child." Trained leadership will be needed to implement this policy and this will require changes in teacher preparation.

SINCE the ungraded school is organized for the express purpose of more efficiently caring for individual differences, some valid means of arriving at these differences must be established. Fortunately, standardized group and individual tests are available to measure, with varying degrees of accuracy, all phases of child growth. Our schools will use them all but with full knowledge of their limitations. They will be the valuable tools they were designed to be because all the mumbo-jumbo that now surrounds them will be swept away. Having lost their awesome and mysterious powers, they can be used for what they are: limited mechanical devices that point the way for further joint exploration by counselors, teachers, and parents.

The same organization and methods designed to care for individual differences will also provide for the equally important likenesses of individuals—those associations built on congenialities of taste, interest, and talent, and the companionships possible within common stages of maturity. Since each school operates as a unit, with constant reshuffling taking place within its academic organization, there will be no rigid level demarkations to act as artificial barriers to the natural attraction of like to like. No child will be frozen in any arbitrary group, but will be free to seek the companionships that fulfill his current needs.

This freedom from the imposed conformity of the chronological grade system is particularly important in the intermediate and senior units for these are the years of unpredictable divergencies and inequalities for many, and admittedly difficult years for parents and teachers. Even so, we will remember that adolescence is only one stage in the democratic process of growing up and does not warrant the concentrated attention that has been lavished on it during the last two decades. We have isolated the "teenagers" in an artificial and unrealistic environment and have treated them as though they were an unusual and precious segment of human kind. They are not; they are individuals like the rest of us.

We laymen are pretty well agreed that the situation is getting out of hand. Because we know that it is the physical and sexual changes that trigger most of the manifestations of adolescence we enthusiastically promote premature boy-girl relationships with all their social complications and dangers. We interpret our adolescent's vague yearnings for independence as a need for immediate freedom and give them drivers' licenses and dating privileges. We see their boisterous behavior as manifestations of the insecurity born of erratic emotional responses and condone bad manners. We acknowledge their longing for wider horizons by exposing them to vocational "exploratory" courses. We even provide for their sharp fluctuations in energy by reducing over-all academic requirements so as not to overburden them, yet seek year-round extracurricular and recreational activities to keep them busy! What we have succeeded in doing—parents, educators, psychologists, and sociologists together—has been to create that mythical kind of human being we call the "teenager."

The new ungraded intermediate and senior units will provide the flexibility necessary to allow the pre-adolescent or adolescent to develop intellectually as fast as he can without prolonging a false childhood or enforcing a premature adulthood. Each can satisfy his recurrent and compelling needs and interests, be they childish or mature. We shall be aware of the adolescent's special problems, of course, but we shall be relaxed about them. We shall counter his demands for independence by demands of our own that he earn his freedom. We shall refuse to be victims of his emotional turmoil but shall show him how his insecurity can be conquered by the satisfactions that come from a hard job well done. Most important of all, we shall stop analyzing him and hovering over him; instead, we shall step aside long enough to give him the time and space in which to grow.

OUR new schools will no more assume that all adolescents are bewildered and unhappy because they are living through a period of change than that all first-graders have a stomach-ache because they are living through a period subject to intestinal upsets.

The curriculum will be the same for all. Only the pace and range will be varied to conform to the demands of each level.

No lines will be drawn between the college-bound and the job-bound student; there will be no assumption that the job-seeking student will have less need of mathematics, science, history, government, literature, language, and the arts than his college-bound brother. There will be no betrayal of the individual by setting apart one group of children and offering them vocational training with only the bare bones of literature, his-

(*Continued on page* 69)

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College Faculty Salaries

Many American adults are said to be easily frightened by statistics—perhaps because mathematics has been badly taught in our schools. For the less timorous minority we shall present each month a page of facts and figures on some important aspect of American education.

Median salary, all ranks, all institutions—$6,711

BY RANK

	Median Salary 1959-60	Increase since 1957-8
Professors	$9,107	12.8%
Associate Professors	7,332	11.7
Assistant Professors	6,231	11.4
Instructors	5,095	11.7

BY TYPE OF INSTITUTION—ALL RANKS:

PUBLIC		
Municipal Universities	$8,042	1.7%
State Universities	7,136	12.0
Land Grant Colleges	6,985	12.9
Teachers Colleges	6,654	9.3
Other State Colleges	6,549	11.3
Public Junior Colleges	6,578	5.1
PRIVATE		
Non-public Universities	$7,179	16.2%
Non-public Colleges:		
over 1000 students	6,105	14.2
500-999 students	5,646	10.7
less than 500 students	4,983	8.1
Private Junior Colleges	4,710	17.3

IN ALL INSTITUTIONS—ALL RANKS:

1%	receive more than	$15,000	
3%	receive more than	12,500	
10%	receive more than	10,000	
27%	receive more than	8,000	
	BUT		
34%	receive less than	$6,000	
13%	receive less than	5,000	
2%	receive less than	4,000	

SEX MAKES A DIFFERENCE . . .

Median Salary	
All Men	$6,906
All Women	5,865

. . . AND SO DOES GEOGRAPHY

Median, All Ranks	
Far West	$7,400
Middle States	6,949
New England	6,860
Middle Atlantic	6,841
Southwest	6,305
Northwest	6,300
Southeast	6,043

PERCENTAGE OF FACULTY MEMBERS IN EACH RANK

Professors	26.3%
Associate Professors	24.0
Assistant Professors	30.4
Instructors	19.3

Figures are from Research Report 1960—R3, Higher Education Series, National Education Association, and are based upon salaries of faculty members in about 900 degree-granting institutions and a smaller number of junior colleges. Salaries are for nine months' teaching.

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JOHN W. GARDNER:

Apostle of Excellence

By MAXINE GREENE

FOUNDATION heads are seldom home-grown. They usually step from high administrative posts in colleges or universities, full of knowledge about the ways of getting money, to foundation presidencies where they must master the more demanding techniques of giving it away wisely. John Gardner came up a different way. After a brief apprenticeship in the academic world as an instructor in psychology and a tour of duty in the Marine Corps, he joined the Carnegie Corporation as a junior staff member in 1946. He became an executive associate in 1947, vice president in 1949, and president in 1955. As a successful product of the foundation hierarchy, he might be expected to qualify as an archetype of the Organization Man. Instead, his career has been dedicated to flexibility, venturesomeness, and creativity—to a range of values opposed at every point to rigidity and stagnation, to conformity and compromise.

John Gardner's goal is "excellence." He used the term when he set down the conclusions of that perceptive inquiry into education, sponsored by the Rockefeller Brothers Fund, called "The Pursuit of Excellence." As president of the Carnegie Corporation, he spends his days fighting for all that is implied by "excellence": the fullest release of individual competencies, a sense of commitment to the highest standards in every phase of life.

As the philanthropic foundations grow in resources and in their influence on our national life, the objectives of their leadership become a matter of increasing concern to all Americans. There can be no mistake about the goal John Gardner has set for his foundation and for the nation.

He sits—or paces—in a many-windowed office on Fifth Avenue. There are enthusiasm and warmth in him; he is full of a youthful, intense concern for American education. This, for him, is the crucible in which excellence can be, indeed *must* be, forged. He has just completed his report on education for the President's Committee on National Goals (see page 49). It was a mammoth undertaking, and it is no wonder that he is preoccupied by what his

John W. Gardner, President of the Carnegie Corporation.

thoroughgoing study of "all of education" revealed. He sought the advice of forty consultants and with their help conducted a survey of the entire educational ladder, from the kindergarten to the graduate school.

Characteristically, Gardner observes the education scene from the vantage point of a commitment to individual fulfillment, which he conceives to be the only guarantee of our vitality as a nation. The very survival of our free institutions, he suggests, depends on the ability of our schools to foster the fulfillment of a vast diversity of individuals, each of whom has an equal right to respect, each of whom must be provided with an equal opportunity to become fully what he may become, to make his own contribution and to make it competently to the social whole. We need, he says, to give free play to differences. In his 1958 Annual Report to the Carnegie Corporation, he puts this central idea in these terms: "What we must reach for is a concept of perpetual self-discovery, perpetual reshaping to realize one's goals, to realize one's best self, to be the person one could be."

This, in fact, is the major theme that runs through all of Gardner's writing on American life and education. In his *Life* article in the "National Purpose" series, he wrote of "the man who does his job well," of what it means to "be worthy of a free society." He wrote of the dangers of tranquility, of the "vegetative state"; and the words that reverberate are "tone," "effort," and "dedication," and "meaning in our lives." And society, too, must be worthy of the individual. "We must have respect for both our plumbers and our philosophers," he has written, "or neither our pipes nor our theories will hold water."

John Gardner's own career has been a far-ranging quest for significant meaning. Born in California, he attended Stanford University, did his graduate work while teaching at the University of California, taught psychology at Mount Holyoke and Connecticut College. Even when teaching child psychology and tests and measurements, his concern was mainly for all that is involved in "the emergence of the individual," and for all that the individual has meant in the long history of mankind.

When one considers this lifelong commitment, it is difficult to distinguish the personality of the Carnegie Corporation's president from the *persona* of the corporation, with its unique concentration on "the condition of man." When asked how much his ideas and enthusiasm affect the direction of the foundation's work, Mr. Gardner smiles and says he truly cannot say; but the onlooker discerns a striking continuity between the philosophy of the president as an individual and the undertakings of the corporation.

John Gardner regards education as "the servant of all our purposes," and education is now the Carnegie Corporation's chief concern. He tells of one of its most dramatic enterprises—its sponsorship last summer of Sir Eric Ashby's "Report on Higher Educational Needs in Nigeria," and of the pioneering Anglo-American Commission that succeeded in establishing a new university in Eastern Nigeria. He describes the project called LEAP (Loan and Education Assistance Plan), which came to a head just as Nigeria became independent, and he caps his story by telling of the African newspaper with its headline: "Nigerian LEAP Towards the Light."

IN THE same spirit (because the object is essentially the same), he describes the Carnegie Corporation's open invitation to Dr. James B. Conant to undertake whatever survey he felt to be important in the field of education. The invitation flowered, as the whole nation knows, in "The American High School Today" and "Education in the Junior High School Years," and the corporation had again demonstrated what confidence in the creative person and the "prepared mind" could do. This, of course, is the main goal of

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Gardner's foundation activities—to place the foundation's income in the hands of the best men he can find and to release their productive and creative talents so that they can make their contributions and, by so doing, fulfill themselves.

John Gardner makes this even clearer when he describes the Carnegie Corporation's interest, beginning in 1954, long before Sputnik, in the "Young Turks" who were attempting to revise the teaching of pre-college mathematics. He told his staff to comb the country and find out what the new movement was all about. His emissaries discovered Dr. Max Beberman and those few others who later established the Carnegie-supported Illinois Mathematics Program, that seedbed of renewal in the mathematics field. When the College Entrance Examination Board set up its Committee on Mathematics, Carnegie supported that, too. The intention was, as Gardner puts it, to free the creativity of as many people as possible, to break through the defeatism and inertia that so often stand in the way of excellence.

In the same mood and with the same objectives, Carnegie grants have been given to support the Harvard Cognition Project and the work carried on in the studies of thinking and perception by Jerome S. Bruner and his associates. The newest fruit of these studies is Bruner's "The Process of Education," warmly reviewed in these pages on October 15. Gardner sees this transmutation of a conference inquiry as a great forward step in the understanding of the learning process in the schools.

Concerned with the better use of human resources, the Carnegie Corporation has participated in the National Education Association's Committee on Gifted Children. Gardner is much interested in the establishment of a program of intensive research for what he calls "talent salvage" in his National Goals report. When he speaks of "salvage," he is referring not only to the gifted who must be identified and who require a different *type* of attention, but also to those thousands of young people who will be thrown "on the scrap heap" if the schools are not made into "lifelines" to draw them toward their particular kinds of fulfillment.

Equality, then, becomes a moral value for him. If it is to be secured, there must be no blighting of talents at any level. A diversity of educational paths is required, so that the multifarious capacities of a diverse people can be realized, and we need to honor all aspects of education, not only those that produce our scientists, our engineers, our gifted few. Gardner asserts, in this connection, that there ought to be

(*Continued on page* 68)

Report Card

'AND HE WHISTLED, AND SHOUTED, AND CALLED THEM BY NAME.' A recent press release from the Department of Health, Education and Welfare reports that from 1890 to 1930 the U.S. Commissioner of Education was required, among his other duties, "to maintain the herds of reindeer in Alaska and to keep up a brisk sale of reindeer products."

MIDNIGHT OIL, PREFERRED. A retired spinster schoolteacher described by her attorney as a "prudent investor," died recently in Chicago leaving an estate of more than $1,000,000.

HIGHER EDUCATION. Seven-year-old Donna Karpiak of Baltimore, a fourth-grader who attracted wide attention last spring because she was studying physics, meteorology, and the Einstein theory of relativity, is now taking flying lessons.

YOU HAVE TO PLAY IT SAFE. In the heart of a $2.5 million computer center at Case Institute of Technology in Cleveland, enclosed in a wall-mounted glass case labeled "Use in Case of Emergency," is an ancient abacus.

THERE'S STILL HOPE FOR JOHNNY. Seagulls at Silver Strand State Park in California have been creating a mess by dropping clams on a paved parking area in order to open the shells. Park authorities claim that the pavement has been much less cluttered since they put up a sign saying: SEAGULLS—BREAKING CLAMSHELLS ON PAVEMENT IS PROHIBITED.

PHILATELY UNLIMITED. After a year-long saving campaign by loyal friends from New York to Texas, the Mary Queen of Heaven School in Erlanger, Kentucky, finally was able to afford a brand new fifty-four-passenger school bus, which it bought from a firm in Dayton, Ohio, with 3,000,000 trading stamps.

AFTER SUNSET COMES THE DAWN. Among the entering freshmen at the University of North Carolina this fall was a fifty-seven-year-old banker who retired three years early so he could start fulfilling an ambition he had cherished since he graduated from high school forty years ago.

ENDS AND MEANS. In Sullivan, Indiana, a junior high school teacher, charged with assault and battery because he paddled seven of his students for not turning in a written assignment on time, explained that he did it not for punishment but to give the boys "motivation" for study.

THE YANKEES COULD HAVE USED AT LEAST ONE. Eugene S. Wilson, dean of admissions at Amherst College, explained at a recent conference of high school principals and guidance officers why colleges are reluctant to spell out too specifically what kind of students they look for: "If we said we are interested in left-handed pitchers with a palm ball and four years of Latin, before you know it we would be swamped with them."

THE COMPLEAT ANGLER. A biologist on the faculty of the University of Virginia has received a $16,000 grant from the National Institute of Health to continue for three years his study of how much oxygen different types of fish require. As part of his research, he will fish nearly every river, stream, pond, and inlet in Virginia.

THE THINKING MAN'S DECISION. President Robert F. Goheen of Princeton University announced recently that undergraduates will no longer be permitted to smoke in class, not for reasons of health or propriety, but because the job of cleaning up after student smokers has been costing the University more than $16,000 a year.

NO COMMENT. A retired elementary school teacher in Longmeadow, Massachusetts, who prefers to remain anonymous, reports that the most embarrassing moment in her career occurred many years ago in the lobby of a hotel in Atlantic City where she was attending a teachers' convention. On her way to the elevators, she encountered a man whose face looked vaguely familiar from PTA meetings. "I beg your pardon, sir," she said rather timidly, "but aren't you the father of one of my children?" Quickly recovering from his initial surprise, the gentleman doffed his hat, smiled and replied gallantly: "Madam, it would have been a pleasure." —JOHN SCANLON.

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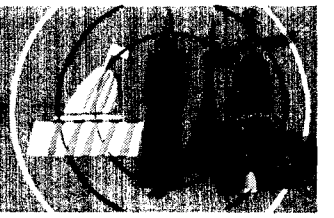
While School Keeps



ACADEMIC PRESSURE is beginning to squeeze some of the fun out of those carefree college days. Hamilton College in Clinton, New York, has notified parents that education is a serious business today and that student "underachievers" are going to have to buckle down or get out. Space is at a premium in first-class institutions, and those who occupy it must take full advantage of their opportunities or move over for those who will.

Hamilton is following the lead of Amherst College, which instituted a similar policy two years ago. "Underachievers" are defined as those students —lazy or just otherwise occupied—who are content with a gentleman's C when they are capable of making a scholar's A.

Last spring, student records were carefully reviewed and this fall ten students with high academic potential were warned that they must produce or get out. Next June their records for this year will be reviewed again to determine whether they stay or go. Those who have not improved will be suspended for at least a year and will not be readmitted until the college is convinced they are ready to put forth maximum effort. According to the college, the reviewing board "will suggest what the student should do during his absence." Very likely, as student pressure continues to mount, an increasing number of colleges will tell underachieving students not only what they should do, but where they can go.

ENGLISH TEACHING in the high schools, long under fire for its failure to produce students capable of using the language effectively, is about to get expert help. The Commission on English, appointed a year ago by the College Entrance Examination Board, has announced a program of reform to be carried out cooperatively by high school and college specialists.

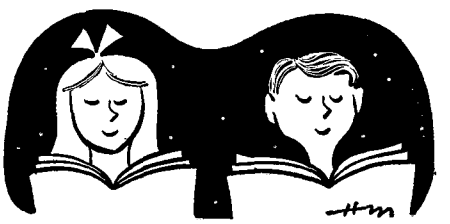
In the summer of 1961, sixty top teachers will meet for three weeks at the University of Michigan to plan a three-part retraining course for teachers, covering literature, composition, and language. They will also train instructors in the new curriculum for the summer program the following year, when 900 public and private high school teachers will attend retraining institutes at twenty universities. The CEEB hopes that by the end of the summer in 1962 the program will have proven its value and that other agencies will use it as a model in helping to retrain the 90,000 English teachers in the nation.

In developing the new program, the Commission also worked out recommendations for new standards in a number of areas of English teaching. Some samples: all students, as a minimum, should write a 350-500 word paper each week, and eleventh- and twelfth-graders should be assigned some longer papers; no teacher should be responsible for more than four classes or more than 100 students; literature assignments should consist of whole works rather than "snippets" from literary classics.

Another milestone in promoting effective English teaching was passed late last month when the National Council of Teachers of English held its Golden Anniversary convention in Chicago. Representing more than 60,000 English teachers, the Council has labored since 1911 to raise the level of the profession. Among the many proposals for improving English teaching that were given long, hard scrutiny at Chicago, the report of the CEEB's Commission on English attracted much interest and comment.

THE JOHN HAY FELLOWS PROGRAM is a small island of concern for the humanities in a great sea of contemporary anxiety about science and math. Offering high school teachers an unencumbered year to read, reflect, and grow as individuals, the program runs counter to the current view of education as largely a means for preparing skilled people to man our economic, scientific, and military bastions.

Under the program, established in 1952 by the John Hay Whitney Foundation, about seventy-five high school teachers pursue studies in the humanities each year at any one of the six cooperating universities: California at Berkeley, Chicago, Columbia, Harvard, Northwestern, and Yale. A faculty advisor helps the Fellows select their studies and meets with them biweekly throughout the year. Fellows may take whatever courses they wish, but may not work toward a degree since the program is aimed at personal development rather than professional advancement. Each Fellow receives a stipend equal to his regular salary, less any sabbatical pay from his school, and he also receives tuition, a health fee, and travel expenses for himself and family.



A companion program of summer institutes in the humanities offers high school teachers and administrators a similar month-long experience. In the summer of 1960, 120 participants took part in two institutes, at Williams College, Massachusetts, and Bennington College, Vermont. They read and discussed in morning seminars Machiavelli's "The Prince," some of Plato's "Dialogues," Franklin's "Autobiography," and Conrad's "Lord Jim." Afternoons, they attended classes in literature, philosophy, and history. They heard lectures on music, art, and politics; they talked, and read, and thought, and argued with their instructors and their colleagues.

To be sure, the Fellows and participants at the summer institutes enjoy the period of intellectual refreshment. The lock-step of school routine is broken and in its place active stimulation to explore new fields and ideas is substituted. Few human beings could fail to benefit. But for Charles Keller, director of the John Hay Fellows Program (9 Rockefeller Plaza, New York 20, N. Y.), the benefits are much more tangible and can be seen in the schools and classrooms where teachers and administrators go back to their jobs with new eagerness, energy, perspective, and creative imagination. The real pay-off is in the classroom.

TV WATCHING affects student study habits, but not seriously, according to the National Education Association's latest Teacher Opinion Poll. Only one teacher in four believes that time spent before the idiot box makes serious inroads on the hours that should be devoted to homework. More than half the nation's elementary and secondary school teachers are convinced that the amount of time stolen from study hours is not serious, and about 13 per cent believe it doesn't restrict home study at all. Results raise the question whether the poll tells more about student TV-watching and study habits or about teacher attitudes toward homework.

THE COLLEGE JAM has been widely publicized in recent years, perhaps more widely than the facts really justified at times. The main crush has oc-

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curred at a relatively few prestige institutions, most of them in the East. But the pressure of student applications is spreading across the country, demanding new approaches to the problem of channeling able students to good colleges that have room for them.

One fresh approach is a conference on "New Horizons in College Selection," held last month in the Greater New York, New Jersey, and Connecticut area. Presidents and admissions officers from twelve Midwestern, Southern, and Western colleges spent a week meeting with school guidance counselors, students, and parents, introducing provincial Easterners to the educational opportunities available to them in other parts of the country. As the chairman of the group, President Weimer K. Hicks of Kalamazoo College, himself a transplanted Easterner, put it, "we want to assure them—and their parents—that, contrary to some Eastern notions, they will not wither away in a cultural wasteland once they venture beyond the Delaware Water Gap."

Another approach has been pioneered during the past two years by two clearinghouses which make records of capable students available to colleges with room for them. The College Admissions Center in Evanston, Illinois, and the College Admissions Assistance Center, 535 East 80th Street, New York City, have handled nearly 5,000 applications from prospective college freshmen this fall. Virtually all received bids from one or more institutions—some from seventy-five or eighty.

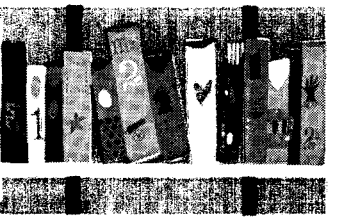
A DRAMATIC STORY of cold war competition in education hit the headlines with the recent partisan hassle over financing the airlift of African students. But much of the story remained hidden in the back pages.

The Institute of International Education last spring reported 48,486 foreign students studying in the United States. The largest group, 35 per cent, comes from the Far East and is evidence of our long-standing concern with that area. Africa, with 4 per cent, comes far down the list after Latin America, Europe, the Near and Middle East, and other North American countries.

The Soviet Union last year reported 15,000 foreign students in the USSR. But she also announced in recent weeks the opening of the new University of Friendship of Peoples for students from Asia, Africa, and Latin America. Initial enrollment of around 500 is scheduled, with the largest block of admissions slated for Africans. Thirty-five thousand applied for the 500 vacancies, and 650 were selected to travel to Moscow to

(*Continued on page 70*)

the Editor's Bookshelf



OUTSIDE OF academic communities, anyone who allows himself to be addressed as "doctor" risks being called out in the middle of the night on an obstetrical case. Many Americans go through life without ever meeting a "doctor" who is not a medical man and are unaware that the title meant "scholar" or "teacher" long before it meant "physician."

The number of academic doctorates, or Ph.D.s, is now rising rapidly but few were granted in this country prior to 1900 and virtually none prior to the founding of Johns Hopkins in 1876. There were no universities to grant them. A few American colleges had optimistically *called* themselves universities since the early 1800s, but even Yale and Harvard remained colleges until after Johns Hopkins imported the university pattern from Germany.

Although American students use the two words almost interchangeably, a university is not just an overgrown college. It is, rather, a collection of graduate and professional schools to which an undergraduate college may or may not be attached. Its distinguishing feature is the graduate school offering a program leading to the Ph.D. degree. There are now about 160 such institutions in the United States. The top ten, in terms of doctorates granted annually, are: Columbia, Harvard, Illinois, California, Wisconsin, New York University, Michigan, Ohio State, Chicago, and Minnesota. Whether these are also the "best" is debatable, but most of them rank high in prestige among scholars.

Since its inception the American graduate school has been a target for criticism. William James commented bitterly on "The Ph.D. Octopus" which he believed was strangling original scholarship. There have been repeated charges that the Ph.D. program is much too narrow and specialized, that it takes too long, that it overemphasizes research and fails to prepare graduates for the work the majority (now 60 per cent) will do as college and university teachers.

In **"Graduate Education in the United States"** (McGraw-Hill 346 pp., $6.95) Bernard Berelson comes valiantly to the defense of the graduate school and its top degree. His book, based on a two-year study supported by a Carnegie grant, begins with an excellent history of the institution, continues with an analysis based in part on a questionnaire sent to deans, professors, and recent graduates, and concludes with nineteen recommendations. Berelson recommends shorter dissertations in some fields, better recruiting, a "tighter" program, a strengthening of the office of graduate dean, departmental decison about the foreign language requirement, and elimination of the final oral examination in those universities where it has become only a formality. He also makes the admirable suggestion that the writing deficiencies of doctoral candidates should be attacked directly (by teaching them to write) instead of blaming it all on the lower schools.

MOST of these recommendations are too mild to trouble anyone very much, for Berelson is convinced that the graduate school is sound and that any needed changes may be made without altering its basic structure and without any great change of emphasis. After examining the major charges against the graduate school, Berelson rejects most of them. He says the program on this, the highest academic level, *must* be highly specialized if it is to have sufficient depth and adds that the undergraduate college is the place for breadth. He believes the present graduate program is not too long if a distinction is made between elapsed time and actual time in study. He considers the heavy research emphasis absolutely essential to high-level scholarship as well as to a sound preparation for teaching but proposes two additions to the program for those who look forward to a teaching career. They should get a semester of college teaching experience while in graduate school and they should be offered a course or seminar in the history and problems of higher education. Neither suggestion is new, but if universally adopted they should go a long way toward the improvement of college teaching.

Berelson does not think, however, that the preparation of teachers for the undergraduate colleges is a major responsibility of the graduate school. He speaks contemptuously of "the smaller and poorer colleges" and is indifferent to their need for better teachers. He says: "In their situation they cannot expect to get the better products of the graduate schools nor should they. The graduate schools are not producing for that market. . . . The deficiencies in the large number of weak colleges in this

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country should not be laid at the door of the graduate school. . . ."

This statement has aroused the ire of the many people devoted to the "small and weak" liberal arts colleges who had always assumed that it *was* the responsibility of the graduate school to provide them with better teachers in order that they might become stronger. "If the graduate school does not provide us with good teachers," they ask, "who will?" Berelson's reply is firm: "It is not unlikely that there are simply too many such colleges." Perhaps there are, but in the face of rising enrollments it is unlikely that many of them will, or should, close their doors.

His indifference to the fate of all but the "top" institutions leads Berelson to the most controversial conclusion in his book: that there is no prospect of a serious shortage of Ph.D.s in the decade ahead. Although this prediction is completely at odds with that of many other careful investigators who have access to the same statistics, Berelson says all the others are "alarmists." He concludes: "The crisis over having enough college and university teachers is generally overstated: the prospects do not constitute a 'dire threat' to the present level of education." This remark, widely quoted in the press, has led many readers to relax into a complacency from which they may soon be awakened with a rude shock.

The shortage is already upon us. Earl McGrath, former U.S. Commissioner of Education (whom Berelson would no doubt classify as one of the "alarmists"), recently sent a letter to the presidents of 513 liberal arts colleges. The replies, reported in the *New York Times*, revealed that well over three-fourths are *already* having serious difficulty in recruiting qualified faculty members. And the enrollment bulge has scarcely begun to reach the colleges.

Perhaps, in the 1960s, we shall produce enough new Ph.D.s to staff the major universities and those few liberal arts colleges that send large numbers of their graduates to the graduate schools. We have never produced enough to fill faculty positions in the less distinguished colleges. Whatever their position on the prestige totem pole, these institutions are far too important to be casually waved aside.

Whether the Ph.D. program is basically sound for the purpose it serves in 1960 is still open to debate. Berelson's book will not settle the issue even though it throws new light upon it. At present the program serves two related but somewhat different purposes: it prepares research specialists for the government, industry, and the universities, and it prepares teachers for a wide variety of higher institutions. If this program is really the best possible way to prepare college teachers we ought to find ways of attracting a larger number of able people into it. If it is not, we should set out immediately to build a better program. Berelson suggests, somewhat reluctantly, the possibility of establishing a new degree intermediate between the master's and the doctor's. That he sees this as an inferior degree is indicated by his statement that "the top faculties at the top universities should probably not engage in such a program any more than their top students would sign up for it."

The possibility of a new degree for college teachers deserves exploration but it should not be second-rate. It should be designed for the man or woman of first-rate intelligence and intellectual vigor who prefers the excitement of teaching (with or without occasional scholarly writing) to a career of full-time research. It should be planned, not for an Einstein, but for a Socrates.

SANTAYANA once commented that those who cannot remember the past are condemned to repeat it. "When experience is not retained," he said, "as among savages, infancy is perpetual." Readers of Thucydides are often struck by the fact that, although atomic bombs have replaced the more primitive weapons of the bronze age, the politicians, military men, and plain citizens of today do not differ greatly from those of Athens and Sparta and are prone to repeat their mistakes. This fact should provide ammunition for history teachers who are struggling to avoid having their subject replaced by courses in modern social problems.

Thucydides's **"Peloponnesian War"** is not exactly a new book. It finds its way to our bookshelf only because an attractive new paperbound edition (Bantam Books, 525 pp., 75 cents) now makes the Jowett translation available for the price of a martini. We believe that many bright students in high school and college will find the book a longer-lasting stimulant.

Herbert J. Muller, in "The Uses of the Past," describes this classic history as "an appalling story of a silly war that marked the failure of the most brilliant civilization in history." In an introductory essay to the present edition, Hanson Baldwin comments on the place of Thucydides in history and in education: "The greatest of the Greek tragedies was the Peloponnesian War. Neither Aeschylus, Euripides, Sophocles, nor any of the towering Greek poets ever presented a more terrible drama than this stark objective narrative of what John Ruskin called 'the suicide of Greece." —P. W.

New Books

GOVERNANCE OF COLLEGES AND UNIVERSITIES. *By John J. Corson. McGraw-Hill.* 209 *pp.* $5.50. A widely known specialist in public administration reports on the unique problems of running a college or university, and tells how present practices must change to meet the demands of the future.

A COMMITMENT TO YOUTH. The Brooklyn College Student Personnel Program. *Edited by Abraham S. Goodhartz. Bookman Associates.* 284 *pp.* $4.50. How one of the nation's large metropolitan colleges has maintained a concern for individualized treatment of students despite huge enrollments.

THE IMPACT OF EDUCATIONAL TELEVISION. Selected Studies from the Research Sponsored by the National Educational Television and Radio Center. *Edited by Wilbur Schramm. University of Illinois.* 247 *pp.* $5. Reports of studies made from 1956 to 1959 on the ETV audience, its size, composition, motivation, and viewing habits, and on ETV programming and its influence.

INTERNATIONAL YEARBOOK OF EDUCATION (*Vol. XXI, 1959*). *Columbia University.* 550 *pp. Paperback* $5.50. A UNESCO study of comparative educational progress in seventy-seven countries, together with a listing of leading officials in the ministries of education and basic educational statistics.

HIGHER EDUCATION IN THE UNITED STATES. The Economic Problems. *Edited with an introduction by Seymour E. Harris. Harvard University.* 252 *pp.* $5.50. Papers and discussion from a Harvard seminar on higher education organized around six issues: Pricing and the Student Body, Government Aid, Faculty Status, Experiment in Higher Education, Economics and Educational Values, and Investment and Endowment Policies.

SUMMERHILL, A Radical Approach to Child Rearing. *By A. S. Neill, Foreword by Erich Fromm. Hart.* 392 *pp.* $5.75. Story of an English demonstration school where love is substituted for authority and the severest punishment is temporary banishment from classroom lessons.

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EDUCATION IN THE FORMING OF AMERICAN SOCIETY. Needs and Opportunities for Study. *By Bernard Bailyn. University of North Carolina.* 147 *pp.* $3.50. Two essays on the history of American education, the first on education during the nation's formative years, the second a bibliographical essay pointing out the scholarly work needed to fill gaps in our knowledge.

THE SCHOOL EXAMINED: ITS AIM AND CONTENT. *By Vincent Edward Smith. Bruce.* 300 *pp.* $5.75. An inquiry into aims and means in education by the director of the Philosophy of Science Institute of St. John's University.

ADMINISTRATION OF TEACHING IN SOCIAL SCIENCES IN THE U.S.S.R. Syllabi for Three Required Courses. *University of Michigan.* 136 *pp. Paperback. Free.* Translations of the syllabi of three courses required of all Soviet college students: History of the Communist Party, Political Economy, Historical and Dialectical Materialism. Free copies available from the Office of University Relations, University of Michigan.

ESSAYS ON THE TEACHING OF ENGLISH. Reports of the Yale Conferences on the Teaching of English. *Edited by Edward J. Gordon and Edward S. Noyes. Appleton-Century-Crofts.* 356 *pp.* $4.50. Reports of four annual conferences of high school and college English teachers, sponsored by the Yale Master of Arts in Teaching Program as part of its in-service training.

GROWING UP WITH SCIENCE. *By Marianne Besser. McGraw-Hill.* 218 *pp.* $4.50. A guide to help parents develop their children's natural curiosity and understanding of the world they live in.

PERSPECTIVE ON ENGLISH. Essays to honor W. Wilbur Hatfield. *Edited by Robert C. Pooley. Appleton-Century-Crofts.* 328 *pp.* $4. Twenty-one essays on varied aspects of English teaching.

CAREERS AND OPPORTUNITIES IN SCIENCE. A Survey of All Fields. *By Philip Pollack. Introduction by Dr. Harlow Shapley. Revised edition. Dutton.* 194 *pp.* $3.95. A guide to the varied career opportunities offered by the expanding fields of science.

BOOK REVIEWS

The Stamp of Whose Approval?

"Accreditation: A Struggle Over Standards in Higher Education," by William K. Selden *(Harper. 138 pp. $2.50), is an inquiry into the question of who sets America's educational standards. Harold Taylor, former president of Sarah Lawrence College, is the author of "On Education and Freedom."*

By Harold Taylor

THE REAL test of the quality of a university lies in the kind of students it develops—how well they can do what they have been educated to do, what kind of people they become.

This is not the test in use by the official rating machinery, which works on the basis of size, age, funds, physical facilities, number of library books, amount of research produced, number of persons in the faculty who hold Ph.D.s, number of well-known scholars in the various departments. Is Wisconsin better than Illinois, Minnesota, or Harvard? The question is: better for what and for whom?

The general public has a comparatively simple set of tests. How well known is the institution? How much do you hear about it? What is it known for? Where do the largest number and the best students want to go? How many parents want to send their children there? Who are the families of the children already there? What prestige is attached to being a student or a faculty member there? In the public test, the worst thing that can be said of a college is: "Never heard of it."

Whether or not these are sound ways of judging the worth of a university, these are the ones in public use. As the number of students increases and the well-known institutions are swamped with more and more applicants, there are increasing demands for more names of "good" colleges, more lists of institutions that bear the stamp of approval.

The stamp of *whose* approval? Who is to make the list and on what basis?

It is a game anyone can play. It can be played, for example, by the American Association of University Women, the Association of American Universities, or the *Chicago Tribune,* which a few years ago published its own choices for the top ten colleges in various categories. *Life* magazine has produced a list with gossipy comments on the character of each institution. Guidance counsellors in high schools and deans and universities have their lists, usually based on evidence brought back by students from colleges and graduate schools. Faculty members have their own private lists, usually quite short, based on what they hear from their students and the people they know in their own field. Corporations with gifts for private colleges have their lists, culled from many sources, including the preferences of board members and their wives. The Ford Foundation in making its grant for faculty salaries in the private colleges used the list which includes all the colleges which have been accredited, that is to say, examined and passed as regular colleges by the accrediting agencies.

Who, then, decides the worth of institutions, their right to award degrees, their status in the field of higher education? How does American education measure the standards by which it runs?

This is the question to which William Selden has addressed himself in "Accreditation." The author is an expert in this quite special field. He has collected in concise form most of what an educator or layman needs to know about the subject and has threaded his way through a complicated mass of historical fact and educational controversy. He is very much concerned about what he has found, and has raised a series of basic questions about the control of American education, many of which are in the process of being answered without anyone really understanding them.

There are, for a start, six different regional organizations that decide what is and what is not an accredited college or university, and there are thirty national organizations that decide on educational standards for the professional fields ranging from law and medicine to landscape architecture and optometry. There are four major educational associations of national status, with overlapping institutional memberships each with different programs, different sets of committees dealing with the same problems, in addition to at least fifty professional organizations of faculty members in various disciplines, each with a stake in the matter of

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professional standards and in the question of who shall be included among those considered to be qualified.

As soon as the smallest body of professional practice collects itself around a new subject, an organization is formed to insure the integrity of its practitioners and to make sure that only the right people are allowed in. With this sort of organization behind him, a faculty member in a subject that does not especially excite his dean or the president may announce to the authorities his membership and the office he holds in his national organization, thus intending to raise simultaneously the status of his profession and of his academic position. A lot of this is like judging a tennis player not on how well he plays but on what courses he has taken in the history and theory of sport, and on what tennis clubs he belongs to.

The wild array of organizations in an already over-organized society is the result of the spontaneous and unplanned growth of American higher education, coupled with a series of uncoordinated and sometimes foolish efforts over the past 150 years to put some order into the growth. It is also the result of the native habit of Americans, especially twentieth-century Americans, of standardizing anything they can get their hands on, and to wish for guaranteed, brand-name certainty.

We began with no federal provision for education. At the time of the Constitutional Convention, the prevailing view of education held that it was a "private, a religious, or a philanthropic function" and it was considered not to be a matter of sufficient importance in public policy to be dealt with in the Constitution. Education was to be a local responsibility; the chartering or "accrediting" of an institution was for the state government to decide.

Now that there are nearly 1,900 institutions of higher learning in the United States with well over 3,000,000 students, there are demands for more order and efficiency in the classification of the institutions. "As recently as 1954," says Mr. Selden, "sixteen states required no charter or license for an educational institution to operate and at least seventeen states lacked adequate laws to authorize the closing of fraudulent schools or diploma mills."

The latest report on the subject of outright educational fraud indicates that more than 200 such colleges and universities were operating through addresses in at least thirty-seven states, with fifty of them in California alone. A large proportion of the "students" at these universities are from foreign countries, a fact that sometimes puts a curious light on the estimate of American culture by foreign observers.

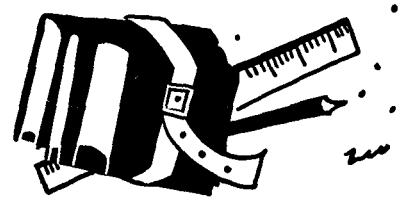
In Europe and most of the rest of the world, the control of higher education is strict, and is usually in the hands of a ministry of education which sets standards for the curriculum and often establishes the curriculum itself, and also decides rate of pay, criteria for promotion, numbers of faculty members, and all the other matters which in the United States are decided by the private colleges and by the state university administration.

IN THE United States, the federal Office of Education has no such powers, and acts mainly as a reference bureau and clearinghouse for research and statistics about the national system.

The freedom of the American university from government control has come about partly by the accident of the missing provision of the Constitution, and partly by design. Whenever a group of people wished to start a college, they simply collected the money and the faculty and went at it. This seems to me to be a very good arrangement. New York was the only state in the early days of the eighteenth century that made provision for chartering all institutions in the state, and there are still states that have no direct supervision but which rely on the regional professional associations to settle the question of whether the degree of a given institution should be recognized.

Demands are now being made for the establishment of national standards for all universities and schools. The most frequent suggestion is to form a national body of educators who would act as a central judge of the standards and programs appropriate to the institutions of the country. Other suggestions include the appointment of state advisory boards and commissions, or giving more authority and operating duties to the United States Office of Education. So far, the suggestions have not included eliminating any of the present boards of regents, trustees, commissions, departments of education, committees, educational associations, or other apparatus of control. The suggestions are always in the direction of adding more organization to the present system.

The fact is that we do not need more organization, but less, and that there are enough actual and potential threats to the independence of the universities and colleges without adding more control. Education already has a uniformity of curriculum, method, and content that is stereotyped and clichéd into a national system. In place of more regulation, we need more imagination, more experiment, more freedom to move from older patterns of teacher education, liberal arts courses, subject-matter requirements, medical school, law school, engineering, and the rest, to ways of designing a new educational system more suited to the modern situation than the one with which we are presently saddled.



College and graduate school admission requirements have already frozen large segments of the high school and college curricula. Professional accrediting agencies have set up pre-professional and professional curricula that usually inhibit the development of educational ideas appropriate to new advances in the professions themselves.

An educational institution rests its reputation on the quality of the teachers, scholars, scientists, and educators who are assembled on its campus. This is what determines the quality of the education the student receives, and the quality is recognized among educators in the same way that composers, poets, or scientists are recognized by the judgment of their peers and their society. Because the American social system is one that makes constant demands on educational institutions for the fulfillment of its needs, there is bound to be a constant interplay between these demands and the quality of the educational response. There will also be differences in quality between one institution and another, and I see no advantage in trying to lump all institutions under one heading. It is the response made to the needs of the society that really counts, not the judgment made by boards and accrediting agencies.

Mr. Selden asserts flatly that if the educators do not concern themselves with judging and raising the standards of education by the means at their command, then other agencies, including the government, will move to do it for them.

In this he is perfectly right. Where he is wrong, in my judgment, is in thinking that increased and standardized activities by national accrediting bodies are the way to go about setting standards. The standards are set by the teachers, students, and scholars at work within the institutions, and where the standards and accomplishments of institutions are high, students and others will seek them out wherever they are. What we need to do on a national scale is to mobilize massive amounts of time, money, and energy to solve the problem of developing teachers with breadth of mind, size of character and a capacity for enjoying what they are doing in spite of all the organization.

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Desegregation

Continued from page 54

criteria must be applied uniformly to all pupils, not merely to "the relatively few Negroes who sought transfers to what had theretofore been white schools." The mature development of this rule will remove from the Alabama-type plans their major obstacles to desegregation. Since all children must be initially assigned to school by the same rules, it will no longer do to place Negroes first in segregated schools and require them to take the initiative for seeking transfer by complex standards which they, but not the white children, must meet.

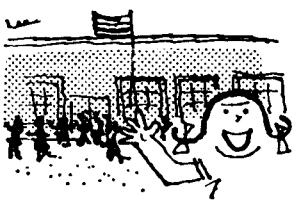
The Baltimore Plan: Quite different from the Alabama-type plans are those that permit the child initially to pick the school of his choice. A policy that gives every child a free choice of any school in the system, on a first-come, first-served basis, was adopted by Baltimore in 1954 and has resulted in a thoroughgoing desegregation of the city's schools.

Variations of this would give pupils other kinds of choices. One is the so-called three-school plan. This visualizes three kinds of schools within a given system, one exclusively for whites, another for Negroes, and a third for those who desire interracial education. A Tennessee statute providing a three-school system was declared unconstitutional in connection with the Nashville case. The plan, the District Court held, would exclude Negroes, for reasons of race alone, from the schools organized exclusively for white children. "The right of Negroes to attend the public schools without discrimination upon the ground of race cannot be made to depend upon the consent of the members of the majority group."

Nevertheless, in a rather confusing directive to officials at Dallas, Texas, a district judge ordered desegregation according to a three-school plan for the fall of 1961. At about the same time, another federal judge in Texas repeated the idea that desegregation does not depend upon majority consent, and ordered grade-a-year desegregation for Houston in the fall of 1960 despite a provision of state law that would permit desegregation only after approval by referendum of local voters.

The introduction of desegregation at only one or two schools in a previously segregated system sets up what is in effect a three-school system. If this is coupled with a policy enabling children to move into a school of their choice, the result can be a game of musical chairs. Something like this happened in Dade County, Florida, when desegregation was initiated at only two schools. Initially, four Negroes and eighty-one white children were assigned to the Orchard Villa School, located in a neighborhood which was rapidly changing character. Thereafter, nearly all the white children moved into white schools. Within a semester, school officials had assigned many more Negroes to Orchard Villa and an all-Negro faculty was operating the school for 468 Negroes and nine white children. The *Southern School News* reported in October, 1960, that the last white child enrolled at Orchard Villa was expected soon to withdraw, leaving the school wholly segregated again—this time as a Negro school.

It would appear that the Baltimore plan and the judges in Nashville and Houston are correct in assuming that the right to attend public schools without racial discrimination cannot turn on the consent or choice of others attending the same system. If placement is to be based on pupil choice, the choice should extend to all schools in the system on a first-come, first-served basis as



in Baltimore. And it will not do to apply nonracial assigment criteria to some schools, but not to others, in a particular system.

The Nashville Plan: Different from any of the plans so far considered is the one worked out under court decree for Nashville, Tennessee. The Nashville board, taking into account the academic disparities between existing Negro and white schools, recommended desegregation of its schools on a grade-a-year basis beginning with the first grade. Geography is the only criterion for assignment of children to school. Each child receives a card assigning him to a school near his home. Once a child receives his assignment, he may request a transfer to a school of his own race if he is a member of a racial minority in the school to which he has been assigned.

IN the fall of 1960, its fourth year of operation, the plan worked thus: Children of the first four grades were subject to assignment. An estimated 400 white children were assigned to previously Negro schools, and almost 500 Negro children were assigned to white schools. All 400 white children, being members of a racial minority where initially assigned, asked for and got transfers to white schools. About two-thirds of the nearly 500 Negroes, minorities where they were assigned, transferred to Negro schools. In other words, only 159 Negro children remained in predominantly white schools and all 400 white children left the Negro schools.

Several characteristics of the Nashville plan deserve comment.

The Nashville plan relieves Negroes from taking the initiative for obtaining nonracial school assignment. Initial assignment is automatic and by a simple and objective standard: to the school near the child's home. Such geographic assignment goes a long way toward meeting the hesitation and inertia of the Negroes in risking a fight over school desegregation.

GEOGRAPHIC assignment restricts the amount of integration in most urban areas of the country, simply because of residential segregation. If retained, however, geographic assignment in time results in substantial desegregation as the character of neighborhoods changes in the community. Southern cities, changing like those elsewhere, are experiencing the exodus to suburbia, urban redevelopment, and a constant stream of new arrivals. And in smaller communities and rural areas, geographic assignment can result in major integration.

The Nashville plan permits children to seek transfer subsequent to assignment, and according to an obviously racial standard. Transfer is permitted in only limited circumstances. White children have no choice in the matter where the school is predominantly white. Unlike the white majority which was able to retreat from the Orchard Villa School in Florida, the white majorities at Nashville must stay put. The transfer provision, on the other hand, permits uneasy members of a racial minority in a particular school to retreat if they desire or are pressured into it. Both Negroes and whites have used the provision at Nashville, the Negroes recently using it less than at the start in 1957; the number of Negroes attending school with whites in Nashville jumped from 44 in 1959 to 159 in 1960, nearly a fourfold increase.

The Supreme Court declined review of the Nashville program in the fall of 1959. Three justices at the time expressed regret that the court had not wanted at least to consider the racial transfer feature of the program. This action left the Nashville plan in operation, and the question remains open whether the court will accept the provision as a transition measure.

In practical effect the Nashville transfer feature means that desegregation will commence with Negro minorities

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in predominantly white schools, for white minorities will at the beginning elect to withdraw from Negro majorities. Any transition program requires some interim decisions to be made in racial terms, and for the flexibility it introduces the Nashville transfer would seem acceptable as a transition device. Like any transition measure, it can be modified after things get under way. Indeed, the grade-a-year program inaugurated in the southern counties of Delaware under the court order in 1959 contained no comparable feature.

The grade-a-year (or stair-step) plan seems to call for a twelve-year transition. It need not take that long. Initial justification for the plan is the academic gap between Negro and white schools in the community. The gap may be small enough to permit desegregation of the first three or more elementary grades at the outset of the program. By also requiring remedial efforts in the classes not generally desegregated at the beginning, the program may thereafter be speeded along as the academic gaps close. And any grade-a-year plan should in early stages of the transition permit qualified individuals to transfer from grades not generally desegregated.

Outside the Border States, the courts initially tended to approve any plan that promised even a token desegregation of the system as a first step. The Nashville plan marks a breaking away from the token pattern. A court-ordered grade-a-year program began smoothly at Knoxville in the fall of 1960 and school authorities in surrounding Knox County voluntarily announced a similar program. In the Arlington, Fairfax County, and Norfolk cases in Virginia recent court directives that assignment criteria must be applied to whites as well as Negroes suggest a breaking away from the token patterns at first established in those districts. And the New Orleans decree, originally set for September, 1960, but delayed at the last minute for an additional sixty days, employed language that would permit Negroes to overcome the fact of residential segregation Federal Judge J. Skelly Wright ruled that: children would be permitted to "attend either the formerly all-white public schools nearest their homes or the formerly all-Negro public schools nearest their homes, at their option."

Grade-a-year provisions have occasionally been coupled with plans of the Alabama type. This places Negroes initially in Negro schools and limits to those in a single grade the right to take initiative for a transfer to white schools. This is the essence of the plan inaugurated under court decree at Dollarway, Arkansas, in the fall of 1960. The decree due for operation at Atlanta in the fall of 1961 adopts an Alabama-type plan, with the transfer provisions at first available only to eleventh- and twelfth-grade students. The Atlanta plan in particular suggests a purpose of capitalizing on Negro reluctance rather than attempting to compensate for gaps in academic standards between Negro and white schools.

The primary feature of the Nashville plan—a beginning of desegregation at elementary grade levels coupled with initial assignment which is geographic and automatic—appears to meet realistically many of the complex problems. But the coupling of grade-a-year with plans of the Alabama type does not, and seems to maximize the constitutional doubts inherent in the Alabama-type plans. The racial transfer provision in the Nashville plan can be justified, if at all, only as a transition measure that introduces a helpful flexibility into a desegregation program at its beginning.

—*Wide World.*

"Hostility toward desegregation cannot be permitted to justify delay."

Disagreement, Hostility, Evasion

WHILE DISPARITIES in academic achievement can justify a slower transition program, considerations of community animosity and past violence directed toward desegregation will not. The Supreme Court has consistently said that hostility toward desegregation cannot be permitted to justify delay. This has bothered many who see that community attitudes are relevant to fashioning a feasible program. Yet, while hostility appears relevant, it cannot be made a material factor in justifying a slower transition. No rule can be tolerated which makes delay proportional to hostility and invites disturbance by those who seek delay as a reward.

Disagreement with the principle of desegregation has nevertheless been an important motive for much of the delay that has occurred. The rule that Negroes had first to exhaust their remedies within the school system before coming to court has invited development of remedies designed to take every advantage of Negro reluctance and inertia. And in cases finally ripe for court action, there was at first much uncertainty about many procedures. Methods adequate for tort or contract cases have not always worked well in desegregation cases; and defendant state officials, looking for any objection which would delay things, have raised all kinds of procedural questions.

Once taken to court, school officials invariably seek further time for study of their local problems. The judges, on uncharted seas, in the beginning, granted generous extensions. More skeptical recently, they have been quicker in getting results when convinced that delay is being used for inaction rather than study.

Occasionally, school boards have refused to produce plans for desegregation even after the issuance of court orders to do so. Early judicial response to this kind of defiance was a general decree to desegregate, without details for carrying it out. This commonly produced no desegregation whatever unless the judge subsequently assigned pupils himself. More recently, judges at Houston and New Orleans have met this by announcing plans of their own and ordering officials to carry them out.

All kinds of devices have been suggested, and many of them tried, to thwart desegregation once it has been ordered by a court. Some state laws have either required or permitted schools to close down when ordered to desegregate. Courts have ordered them to reopen, on occasion at the instance of white parents. Such state action is unconstitutional: preferential closing denies children of the affected school equality with children whose schools remain open elsewhere in the state.

But in the fall of 1960 the public schools of Prince Edward County, Virginia, remained closed for the second year. Elsewhere, at Little Rock and at Charlottesville, Front Royal and Norfolk, schools were reopened in a year or less under court orders that put Negroes in attendance at most of them. Negroes in the Prince Edward County case, apparently hoping the white community would act to restore the public schools, have only recently gone to court asking for an order to reopen the schools. Prince Edward County, largely rural and with a population composed about equally of Negroes and whites, suggests some of the difficulties ahead for desegregation in

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the so-called Black Counties of the rural South. Successful desegregation has so far been confined almost entirely to urban areas or to rural areas in which the Negroes form but a small part of the population.

States cannot circumvent desegregation, either, by paying out public funds for the operation of segregated private schools. The Supreme Court has affirmed an order requiring Arkansas to pay the Little Rock school district the funds withheld after Governor Faubus ordered the schools to close. And state payments to a private school organized to educate white children while the Little Rock schools were closed have been declared illegal in the same opinion.

In theory it would appear that a state can, without violating the federal Constitution, go out of the education business altogether. Complete abandonment of public schools, by local units of government as well, would treat everyone alike and thus involve no unequal protection. Whether states can lawfully make the continuation of public education depend upon retention of segregation is another matter. In other contexts the Supreme Court has held that states cannot coerce results by imposing unconstitutional conditions. This doctrine may be in for some further application in meeting efforts to evade desegregation.

A court guided, as the Supreme Court has put it, "by a practical flexibility in shaping its remedies" can deal with evasive actions, whatever their character. It has sometimes been desirable to join governors or other state officials as defendants in school cases or to bring supplemental proceedings against them to prevent interference with desegregation decrees. When Governor Davis announced in the summer of 1960 that he was taking over the operation of the New Orleans schools, the state laws under which he acted were promptly declared unconstitutional. And governors, like anyone else, are subject to punishment for contempt of court. The question is usually one of tactics, not law. It may be sufficient to employ contempt against those around him, thus depriving the governor of whatever benefits he might see in becoming a martyr.

Elements of a Model Decree

IT IS STILL too early to commit the future of desegregation to any single plan or approach. The way must be kept open for further refinement of existing approaches and the development of new ideas. Nevertheless, the generalized principles set forth below seem supportable in light of experience with school desegregation down through 1960:

1. *The plan must apply uniformly to all schools in the system.* Unless the same rules for placing children apply to all schools in the district, the result is a three-school system, with Negroes excluded, solely because of their race, from schools to which the desegregation rules do not apply.

2. *Initial pupil placement should be by uniform standards applied to all.* Various standards are possible. If pupils are to be left free to choose their school, they should be permitted, as at Baltimore, freely to choose any school in the system on a first-come, first-served basis. If geographic assignment is employed, it should be applied to everyone, and the use of gerrymandering should be watched for. If assignment is based on such things as the ethical, moral, or cultural qualifications of the pupils, the testing should be used to place all children in the system. It will not do to assign pupils initially to segregated schools, then apply these tests only to the few Negroes who seek a transfer.

3. *Grade-a-year (stair-step) plans should start from the bottom up, not the top down; provide for raising achievement levels in classes left segregated; permit transfer by qualified pupils from classes left segregated.* Desegregation should be permitted to begin on a grade-a-year basis only upon proof of academic disparities between Negro and white schools in the system. These disparities are greatest at high school levels and it may be possible to permit general desegregation of three or more elementary grades at the outset of the program. On proof of these disparities, the decree should direct efforts

to improve achievement levels in classes which remain segregated and require other steps needed to equalize the two groups. Proposals to start desegregation from the twelfth grade down suggest a purpose of capitalizing on Negro reluctance rather than an attempt to compensate for gaps in academic standards between Negro and white schools. And any plan which begins desegregation at lower grade levels should in early stages of the transition permit qualified individuals to transfer from classes still segregated.

4. *Interschool transfer should be permitted after initial placement.* School authorities should be permitted to transfer a child to another school against his will. Probably this should be confined to grounds of discipline, health, or, perhaps, academic attainment. In any case, the burden is on the school officials to show the transfer is free from racial taint. How far pupils should be permitted to transfer for their own reasons may vary depending on other characteristics of the program. In principle, transfers grounded on racial considerations are forbidden. But the Nashville transfer provision—permitting uneasy members of racial minorities in a particular school to transfer—may furnish a degree of flexibility that is justifiable as a transition measure.

5. *Where needed, injunctions should be directed to persons who threaten to withhold state funds, close schools, or otherwise interfere.* Numerous situations may arise. A school district which voluntarily desegregates may thereafter require judicial assistance to protect its action. Or interference may be encountered where the district is under court decree to desegregate. Whether the persons enjoined have been made defendants in the original action or are proceeded against individually in separate actions seems to make no material difference. The need in any case is for a prompt and efficient remedy which gives them notice and a chance to be heard on the question of their threatened interference.

6. *The decree should clearly announce the continuation of court jurisdiction and the opportunity for modification as the transition progresses.* This is essential for ironing out difficulties that arise during the transition and for introducing modifications that speed along the plan as ways are found for solving problems which had justified a slow beginning.

Considerable refinement of these principles can be expected as further experience is gained; and new and more helpful principles are certain to emerge if creative searching for new approaches is continued and enlarged. Nevertheless, the principles stated above have already proved workable. Desegregation programs developed along the lines here suggested can be administered relatively simply. They adopt fairly clear-cut standards that the average person can understand. And they avoid issues that have no real bearing on carrying out the transition in an orderly manner.

As a group, the federal judges have

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carried the desegregation load with great fidelity to their judicial duties. But they need help from other quarters. As one of them recently wrote: "The prestige which federal judges have enjoyed in their communities is wearing thin under the impact of repeated unpopular decisions. The Executive and Legislative should let the segregationists know that the Judiciary is not alone in enforcing compliance with the Constitution." But as yet, no public action of Congress has spoken favorably of school desegregation. And beyond expressing his support for law and order, at one time to the extent of sending the 101st Airborne Division into Little Rock, President Eisenhower has withheld from school desegregation both the moral support of the Presidency and most of the great, existing resources of the Executive branch.

IT WOULD settle a lot of dust if both Congress and the President would declare, in terms all could understand, that school desegregation is a fine idea and a proper construction of rights guaranteed by the United States. Segregationists have long cited the silence and inaction of Congress and the President as proof that the Supreme Court usurped powers in declaring school segregation unconstitutional. The segregationists are of course wrong in suggesting that Presidential or Congressional approval is required to validate decisions of the Supreme Court. But Congress could help greatly by adopting in the first days of its next session a simple resolution declaring agreement with the principle of the School Cases. The resolution should be uncluttered by anything else and passed in some way that dispels any claim that Congressional approval is needed to validate Supreme Court decisions.

Substantive legislative action by Congress, if it can be obtained, can also help school desegregation. But without further legislation, much can be done by a determined and interested President to explore and make use of authorities already vested in the Executive branch. Without more, the Office of Education could become an important center for the collection and dissemination of information about school desegregation. Without more, an imaginative Attorney General could test his existing powers to bring school desegregation actions in the name of the United States, thus relieving Negroes from the costs of enforcing their public rights. And with more, the Attorney General and other Executive officers could explore the largely untested possibilities in many existing statutes for striking at publicly maintained discrimination. And it would of course be most helpful if Congress would underscore such actions by asserting its concurrent approval of them.

Only Congressional action, however, can furnish federal funds to help school districts desegregate. There have been many such proposals. Some would provide federal funds only if local desegregation plans met some minimal federal standards, or if some Executive agency took over the operation of schools that remain segregated. I have two objections to the use of such proposals, at least at present. So far as they would seek compliance by dangling money before a resistant school board, I doubt their efficacy. So far as they substitute a stick for a carrot, I doubt that sufficient Congressional support can be mustered for such coercive control over the public schools.

What it seems to me Congress should do is tackle—with a massive infusion of federal funds—the problem of upgrading the primary and secondary education in schools where achievement levels fall far below national norms. Help should go to a school not because it has been racially segregated, but because its academic performance is beneath any acceptable standards. This avoids using racial criteria in operating the program and it faces a problem that is not peculiar to segregated Negro schools nor is confined to the South. And help should not be withheld from schools that continue segregated operation; the academic standards in many of these need substantial upgrading before widespread desegregation can be achieved.

HELP of incalculable value in reducing racial discrimination has come from the private actions of individuals and groups at work on community and state levels. Their arms can be strengthened by vigorous support from the national government.

Finally, President-elect John F. Kennedy can play an active role in pressing for an end of racial discrimination. Both he and Vice President Nixon campaigned on the assumption that, in their hands, the office of President would be committed to affirmative action toward ending racial discrimination. And the President, more than any other American, can set a tone and create an atmosphere in which needed machinery can be provided, and in which defiance and fear can in time give way to cooperation and confidence. He can work toward solutions in nonracial terms, for solutions in racial terms pay a heavy price for the friction, evasion, and hostility they generate and are in the end antithetical to the objective itself, which is to remove racial considerations from the picture.

Gardner

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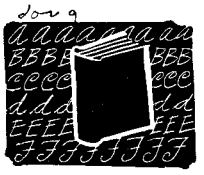
better schools in poor and deprived areas, perhaps the best schools of all. There ought to be more junior colleges, more community colleges, since the university is not the only passport to a meaningful life. Human worth must be respected at all levels, in all spheres. His point is that American schools must be so ordered that everyone—the third that goes on to college and the two-thirds that do not—is provided the opportunity for his particular attainment, for his particular "job well done."

One of his first jobs for the Corporation was done in 1948, when he was a consultant to the United Nations Commission engaged in atomic energy negotiations. He became aware of the enormous perplexities surrounding the Russians and their policy, and this awareness led to an investigation of current research into Soviet affairs and to the establishment, with a Carnegie grant, of the Russian Research Center at Harvard. A similar perception of a vacuum in knowledge and research led to the inauguration of investigations into non-Western civilizations and the establishment of a center with this concern at Columbia University. Activities of this sort would seem to be stages in the "pursuit of excellence" conducted by American democracy, and it is significant that the Carnegie Corpo-



ration, under John W. Gardner's leadership, has made such contributions to the achievement of competence in areas where understanding may be crucial for survival of the Western world.

It is not surprising that contact with John Gardner, face to face or through his writing, is such a tonic experience for so many, especially those wearied of the "vegetative state," of the blandness and automatization in our world.

Speaking to a Bryn Mawr convocation a year ago on the topic "Institutional Geriatrics," Gardner asked: "What can I say that will produce some *self-questioning*, even in an institution that practices the academic virtues with unexampled consistency?" It is in such a mood that the trail-breaking efforts of the Carnegie Corporation are presently being made. John W. Gardner is a man out to goad us to action, to launch us on our own pursuit of excellence, so that we can become our best and most diverse selves.

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Parent's Blueprint

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tory, and the arts because they are not "college material," or "college-bound."

Some students will plod along and some will race ahead but each will, on graduation, have a broad understanding of the world about him, a comprehensive knowledge of his past, a lasting appreciation of his heritage, and a satisfying capacity for communicating with his fellows, all of which will contribute to his realization of the present and the creation of his future.

The means used by the school to translate its purpose into its goals is the curriculum. In our uncomplicated way of thinking, we laymen believe that the curriculum should be exactly what the dictionary says it is: "A specified course of study." We think of the ideal curriculum as a foundation blueprint that specifies the laying of each stone in its logical sequence. We are aware that "logical sequence" involves more than the continuity inherent in the subject itself and must also include the growth, development, and learning process of the individual child. Curriculum design is a complicated process, the actual drawing of which must be in the hands of teachers. First, however, they must have a clear mandate from the community as to the purpose for which it maintains its schools and the ultimate goals it seeks.

All the planning in the world cannot make a good school—only good teachers can do that—and we laymen have never been convinced that "fully certified" teachers are necessarily good teachers. Being laymen, however, we are fully aware of and deeply concerned about the individual teacher's performance in the classroom as measured by the quality of the learning that takes place there. We fear that mediocrity will remain permanently entrenched so long as we maintain our present policies of across-the-board pay raises and tenure rights, coupled with total disregard for standards of performance.

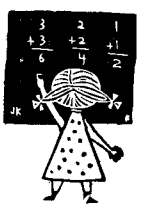
In our new schools we shall classify and pay teachers on the basis of their achievement in the classroom instead of their degrees and length of service. The argument against incentive pay has been that there is no equitable way of evaluating a teacher's performance in the classroom. Such contentions have a certain validity in the present confused state of public education, where trying to evaluate anything is like trying to take a tuck in a cloud. The goal of educating "the whole child" is hardly something to be pinned down, much less evaluated.

Our new schools, organized as they are to operate within the limits of a stated purpose toward a predetermined goal with established standards and a defined curriculum, can evaluate the intellectual growth and academic achievement of their pupils. In the layman's mind it is obvious that any tests and techniques that can appraise the extent and quality of the learning must automatically appraise the extent and quality of the teaching.

Minimum salaries will be established for all teachers, but what each makes after the probationary period will be based on her worth as reflected by the progress of her pupils. The highest salaries paid will be comparable to the incomes of other top professional people. A program of selective recruiting, rigorous training, and strict classification combined with commensurate rewards will put teachers worthy of our children into the classrooms—men and women who are more than members of a respected profession but are a fellowship dedicated to making our children stretch their minds, open their hearts, and try their wings.

The whole program will be wasted, however, unless we also provide an environment in which teachers can make full use of their training and talents. Our new schools will start by freeing them from the two most obvious burdens: administrative domination and interference, and non-teaching chores. We will no longer need a complicated administrative organization; in our schools educational policies and practices will originate at the top, which is the classroom.

SINCE many time-wasting chores are a part of classroom activity, each teacher will have an aide to assist her. New certification requirements will provide for a corps of sub-professionals to fill these positions, which, if necessary, can be supplemented by competent lay



people, some of whom may work on a part-time basis.

In order to regain control of their schools, citizens must first spend long hours of earnest consultation together, without the benefit of professional advice, to arrive at common educational needs and aspirations from which they can develop specific purposes and goals. Not until these purposes and goals are written in language that all can understand will the community seek professional guidance. Then the long period of cooperative evaluation and planning will begin. Every educa-

(Advertisement)

In science, *thinking begins with a problem*

by

WILBUR L. BEAUCHAMP
Professor of Science
Education, Emeritus
University of Chicago
Directing author,
The Basic Science Program*

Let's talk about your child and science.

A youngster sees or experiences something and wonders why or how it takes place. He asks why the fire goes out; wonders how electric current moves things; wants to know where the drops of water on his bottle of pop come from.

In each instance the question or problem is the beginning of thinking, the stimulus to learning. Learning occurs as children find answers to their questions and use the new understandings gained to help explain other happenings in the world around them.

So great is the diversity and extent of their world that a well-organized, teachable science program is essential if children are to understand their environment. They need to learn not only the facts of science but the relationships between facts. They need to be taught how to apply concepts they've acquired in answering new and more difficult questions.

A science program that teaches children to think—to see likenesses and differences, to make inferences, to classify, to see relationships, to generalize—changes the way a child reacts to his world. It prepares him to keep up with not just the space age of today, but with whatever age he may live in tomorrow.

*To be published January 3, 1961
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School administrators country-wide are receiving advance information about this new program for the primary grades. Many of them will be receiving examination material right after the Christmas vacation. Ask to see it when you visit your child's school.

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tional philosophy and practice and every idea and plan advanced by both laymen and teachers will be subjected to one final test: "Is it in line with our stated purpose and will it advance us toward our specified goals?"

Thus, by establishing its own criteria, the community will not only free itself from the "Cult of the Sacred Average" with its deification of the "National Norm," but will also be able to think beyond "minimum requirements" as dictated by college entrance requirements and state accreditation. Here, at last, will be a clearly defined framework within which the possibilities for bold and creative planning are unlimited. The only inhibiting factors will be those inherent in the planners themselves: a nostalgic longing for the past, a stubborn insistence on the sanctity of tradition, blind reliance on the virtues of custom, and a credulous belief in the infallibility of any educational research, authority, or school of thought.

Financial support will be no problem in the community whose citizens control their schools and actively participate in the education of their children, for they will be buying exactly what they want and will be in a position to know whether they are getting full value for their money. We laymen have always known that shoddy education was no bargain even at greatly reduced rates and have been willing to pay any price for the best. If we have appeared niggardly in the past it was because we suspected that we were not getting all that we thought we were buying.

This description of the kind of schools that I wish my children could have attended is only one answer to a nation-wide challenge. Not until laymen in every school district from Maine to California answer the same challenge will local control of our schools be a reality or public education be a success in terms of either personal fulfillment or national security.

Whether you, as a layman, have the benefit of one or fifty child-school-years experience, you are obligated to make some answer to the challenge by the simple fact that you are a parent and a contributing member of our society. The knowledge and skills that you use every day in your home and your work, plus what you know about your child and his playmates, makes you a competent observer.

We are moving out of the era of the well-adjusted illiterate and, unless we act promptly, straight into the era of the scientific illiterate. Only bold planning and positive action by the professional laymen of each community can prevent the same old mistakes from being made all over again.

While School Keeps

Continued from page 61

take entrance exams. Ultimately, enrollment is expected to rise to 4,000.

Foreign students in the USSR receive 900 rubles a month—more than the average Soviet salary. They pay no tuition and their room is free, but they do pay for their own books and food.

THE picture for foreign students in the U.S. is quite different. Of the 48,486 students in this country, only 5.5 per cent were aided by our government, and the largest group, more than a third, are paying their own way. The second largest, 28 per cent, are supported by private organizations.

Student life is also different in the two countries. Reports in recent weeks indicate growing dissatisfaction among African and Asian students with the circumscribed existence forced upon them in the Soviet Union.

In contrast, exchange students in the U.S. enjoy almost complete freedom to exploit the vast and varied educational opportunities our nation affords. But this very freedom is a liability for those who are unprepared to benefit. A growing number do not speak English, have little knowledge of American ways, and need help in finding studies geared to their needs and interests. Such students are likely to feel lost and bewildered when tossed onto our swarming campuses unless careful supervision and assistance are provided. Sometimes they give up and go home in despair.

Providing necessary counseling and assistance for so large a group is a monumental task, one that is growing even faster than the number of students since an increasing percentage come from underdeveloped countries. But it is a task we dare not shirk. Today's exchange students will be national leaders in the years to come—in some cases almost immediately upon their return home. Here, with brutal clarity, education becomes an instrument of national policy. We need to review our programs to be sure that we are deriving the greatest benefit possible—both for our student guests, and for the free world.

MOONLIGHTING TEACHERS have plenty of company in their after-hours labor. According to the October issue of *The Monthly Labor Review*, 4.5 per cent of all U.S. workers and 9 per cent of all government workers have second jobs, while only 7 per cent of all teachers do. However, of the men teachers at the elementary and secondary levels, one in five is working after-school.

SCIENCE EDUCATION should begin in the early elementary school and it should be "mandated" rather than elective in the secondary school, according to the recently published report of the Science Manpower Project, "Policies for Science Education" (Teachers College, Columbia University, $3.95). Since our technology-driven world demands knowledge of science not only from the specialist, but from all citizens, "science and mathematics are too important in today's world to leave their selection entirely to the discretion or whim of young people."

Among many recommendations, two main paths to improvement are charted. Better instruction is largely the responsibility of the teaching profession, which must provide instructors who are not merely certified but are "superior teachers who really meet the requirements." Communities are reminded that adequate facilities and equipment are crucial to good science teaching and that "we generally get about what we pay for."

SMALL HIGH SCHOOLS face mounting criticism for their academic shortcomings—limited curriculum, inadequate facilities, and substandard instruction. In 1955 the Committee for the White House Conference on Education recommended a minimum high school size of 300 students. Four years later James Bryant Conant, in his "Study of the American High School," asserted that schools with fewer than 100 students in their graduating classes are too small to be both good and economical. Now

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two research studies point the accusing finger of fact at the failures of the undersized high school.

The New Hampshire Council for Better Schools early this year published "The Upper Quarter," a report of a three-year study of what happens to the top 25 per cent of the state's high school graduates. Among the revealing discoveries is the fact that high schools with an enrollment of less than 100 send only 40 per cent of the students in the top quarter of their graduating class to college, while schools with an enrollment of more than 300 send 54 per cent. Another aspect: students from small schools meeting the academic competition of their contemporaries in college are far more critical of the preparation they received than students from larger schools.

Another state-wide study of the relationship between pupil achievement and high school size was completed last month for the Iowa Department of Public Instruction. Based on annual achievement tests given to high school students since 1942, the study finds a significant difference in academic accomplishment in schools of different size. The highest achievement appears in the largest schools, the lowest in the smallest. But more important, the difference between them increases steadily throughout the high school years until, by the fall of the senior year, mean achievement scores in large high schools are almost a full year ahead of those in small schools. The report says: "Were pupils tested toward the end of the school year the difference would undoubtedly exceed a full year's growth."

Both studies take pains to point out that there are good small schools and some large ones that are bad. There is no magic in any given number of students; many factors affect quality.

What can be done to raise the level of small schools has been demonstrated in such experimental programs as the Rocky Mountain Area Project for Small High Schools in Colorado and the Catskill Area Project in New York. Specialist teachers shared by two or more schools (it is easier and cheaper to transport a few teachers than many children), correspondence courses, electronic and human aides, salary schedules that will attract first-rate teachers, and a variety of other devices can help to overcome the limitations of smallness. But the evidence is clear that the very small high school, untouched by creative action for improvement, is an anachronism the nation can ill-afford in the 1960s. And the graduates of such schools are at a disadvantage when competing with their contemporaries—either in college or in life. —JAMES CASS.

The Mencken Myth

Continued from page 15

tude and good humor, but the productivity of the man was ended.

As for Mencken's "enduring influence" on writers, we simply do not know enough yet to pass a reasonable judgment. The elapsed time is too short. But even if his influence was of short duration, this argument misses the point. For Mencken did not set out to influence the course of the American novel, though he gave help to novelists; his major influence in the world of writing was along quite different lines.

Take the case of Mrs. Grundy, who was still riding high in Mencken's day. Mencken did as much as any man to put her moral code into proper perspective, as in his prolonged defense of the *Mercury*'s right to publish the "Hatrack" story of Herbert Asbury. His writing for the most part was tinged with scorn for those who would forbid the writer to write plainly. Mencken helped to teach us all not to shudder quite so much at the use of words, phrases, and ideas that were, and are, a part of the common speech of the day. He took out after the literary criticism which was current in his day, and he said that much of it "smells of the pulpit, the chautauqua, the schoolroom." The fact that writers today have as much freedom as they have is no doubt due in part to the influence of Mencken.

BUT Mencken did more than address himself to the matter of what could or could not be printed when questions of morality were supposedly at issue. In a general and effective way he helped to free the whole field of writing, in the world of economics and politics as well as in the world of biology. Newspaper and magazine writers today, especially when they are writing under their own by-lines or in their own columns, enjoy a freedom of expression unheard of fifty years ago. Anyone who has read much of Mencken's early writings knows that he was certainly among the leaders of this movement toward freedom. This role of Mencken must surely be considered when we try to find out whether he exerted any "enduring influence." I suggest that the answer is in the affirmative.

But whatever one's conclusions about Mencken, one thing at least is quite clear: he is not to be easily catalogued. There is Mencken the iconoclast, the editor, the writer, the author, the sponsor of young writers. There is Mencken the musician and connoisseur of good food. There is Mencken the practical joker, Mencken the scholar. There is the traveling journalist, complete with portable typewriter. There is the skeptic who could define an archbishop as "a Christian ecclesiastic of a rank superior to that attained by Christ," but who could get along pretty well with archbishops when he wanted to. Mencken was all these things; no one tag will suffice.

Close to the core of Mencken's point of view is a statement he made in his "Prejudices" (Fourth Series):

> The liberation of the human mind has never been furthered by . . . dunderheads; it has been furthered by gay fellows who heaved dead cats into sanctuaries and then went roistering down the highways of the world, proving to all men that doubt, after all, was safe. . . . One horse-laugh is worth ten thousand syllogisms. It is not only more effective; it is also vastly more intelligent.

Here too it may be doubted that Mencken meant all that he said in exactly the way he said it. But the point of view is truly Mencken, and an understanding of that point of view, and how it was applied by a writer in a dozen different guises, seems essential to an understanding of the man.

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Music to My Ears

Continued from page 37

rived at something of the same in-between status, with the performers making entrances and exits but otherwise wearing concert attire. But it made its points strongly, thanks to the well-informed, direct leadership of Nicola Rescigno, which differentiated between more than soft and loud, and a group of performers unafraid of the complexities of Handel's ornamental writing.

Best of the singers, because she was the best of them musically, was Elisabeth Schwarzkopf, whose Iöle, princess of Oechalia, compares favorably in total effect with anything she has done here. The totality took consideration of such factors as a strongly directed sense of the vocal line, and its weakening counterpart, a strained, unlovely sound, gave weight to her fervent suggestion of dramatic character despite a clouded statement of the English text, and put the results distinctly to the benefit of composer and audience. In a way the strengths and weaknesses were comparable in Christa Ludwig's Dejanira and Walter Berry's Hercules, save that with both there was more quality of sound not so well disciplined, equally indistinct enunciation but plausible suggestion of character, especially as the drama (and the writing) mounted in tension. Richard Verreau sang the music of Hyllus capably, also marking his words well.

Why, in a venture based on a composer of such international attributes as Handel, in a work utilizing English words of Thomas Broughton, the prefered cast should be three-fourth Central European, eludes me. Schwarzkopf is a fine artist, Ludwig and Berry able ones; but they are hardly so superior to others to make their verbal limitations of minor consequence.

It would not be surprising to meet Philadelphia-born Leonard Del Ferro on a variety of opera stages, such as City Center or its counterpart in Europe, but it was hardly inevitable that the introduction should be at the Metropolitan as Don José in "Carmen." He has a tenor voice of more than modest power; it flows freely and is reasonably well controlled. But it is neutral in color, and of rather ordinary quality. I reserve to the last the notation that his portly figure overflowed the tight uniform decreed for the dragoons in this staging (there was an actual parting of ways late in the evening), for credibility is a bonus, rather than the norm of operatic impersonation. But Del Ferro's other attributes are too modest to minimize his lacks.

—Irving Kolodin.

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(Continued from page 73)

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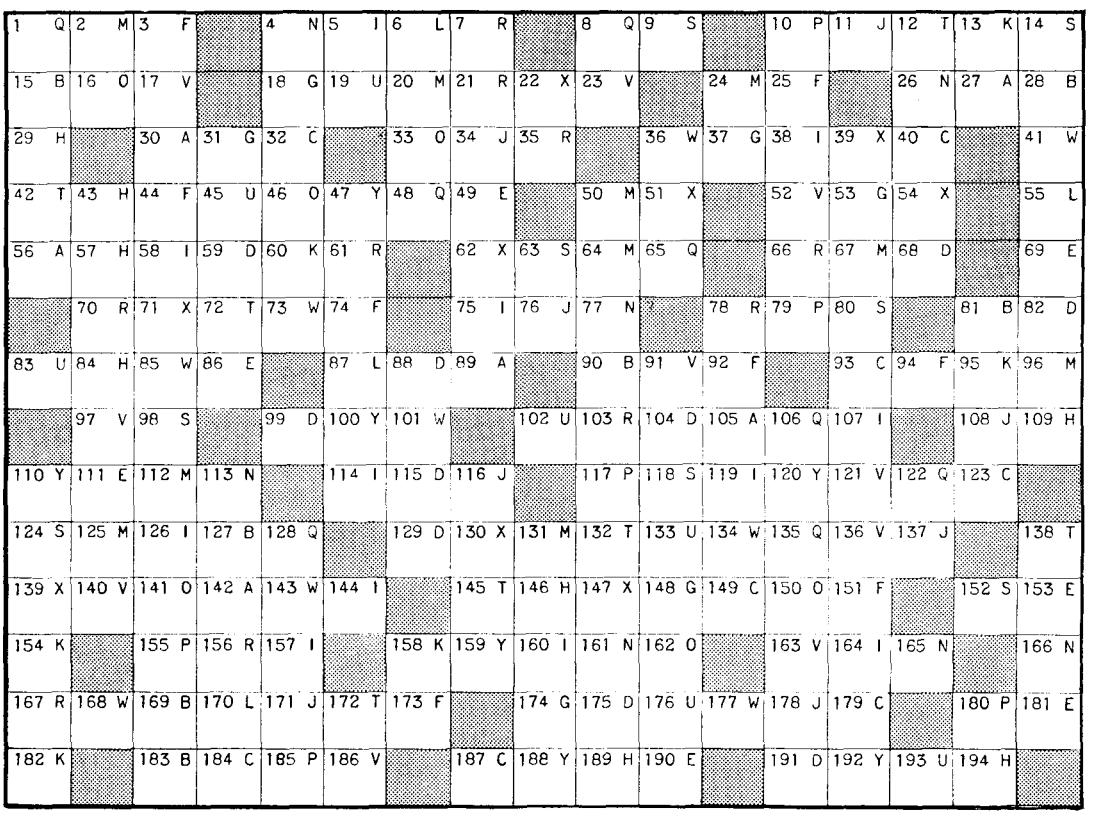
DEFINITIONS	WORDS
A. Act triflingly (labeled as colloq., first use attributed to Kipling).	30 27 142 105 56 89
B. Frequent feature of those who spend much time on horseback, as cowboys.	90 28 81 183 169 15 127
C. Itinerant minstrel of medieval France and Norman England.	187 184 40 123 93 179 149 32
D. Great music auditorium in London (2 wds.).	82 104 191 59 68 99 115 175 88 129
E. Utter sounds rapidly, somewhat like language, but inarticulate and indistinct.	153 181 69 190 49 111 86
F. Proverbial way of making a vital test which seems MOST unkind (3 wds.; according to H. L. Mencken.	25 44 92 151 3 74 94 173
G. Ornamental clasp in various forms, formerly used on a man's hat.	18 37 148 31 174 53
H. Definite disclosure of facts, resources, intentions, etc.	189 146 109 29 84 43 57 194
I. What the Bible is to the believer (4 wds.).	114 164 38 75 160 107 58 126 119 144 5 157
J. Daily pursuits of aristocracy or the rich (2 wds.).	76 11 137 34 178 171 108 116
K. Founder of what is often called the Lauenburg Line in Europe (15th cent.).	154 60 13 182 95 158
L. Dark, shaly limestone found in Ireland.	6 87 170 55

DEFINITIONS	WORDS
M. Theodoric was their king.	50 112 96 125 64 20 67 24 2 131
N. Ornament projecting from edge of a gable, spire, often of curved foliage.	4 161 77 26 166 165 113
O. Followed by Word P, the person who had something ailing him in "La Belle Dame Sans Merci."	141 162 46 150 16 33
P. See Word O (2 wds.).	155 180 79 185 10 117
Q. What Kipling said shall never meet, as long as they are East and West (2 wds.).	1 48 106 128 65 8 135 122
R. Special concoction originally prepared by a bartender to get rid of an unwanted person (2 wds.).	78 21 70 7 35 61 66 103 156 167
S. Traditional meeting place of parallels.	152 98 124 14 63 118 9 80
T. Urban district, part of which lies within Greater London, site of Esher Place, 1529 (following "The").	12 72 145 132 42 172 138
U. Young bird, as yet unable to fly.	83 19 102 176 45 133 193
V. Originated and established.	97 136 23 163 121 52 91 17 140 186
W. Marchette Chute wrote about two such a couple of years ago (2 wds.).	36 168 134 177 73 85 41 101 143
X. Poultry farms.	71 54 22 51 139 147 130 39 62
Y. By agency of.	120 100 110 192 188 47 159

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.



Solution of last week's Double-Crostic will be found on page 10 of this issue.

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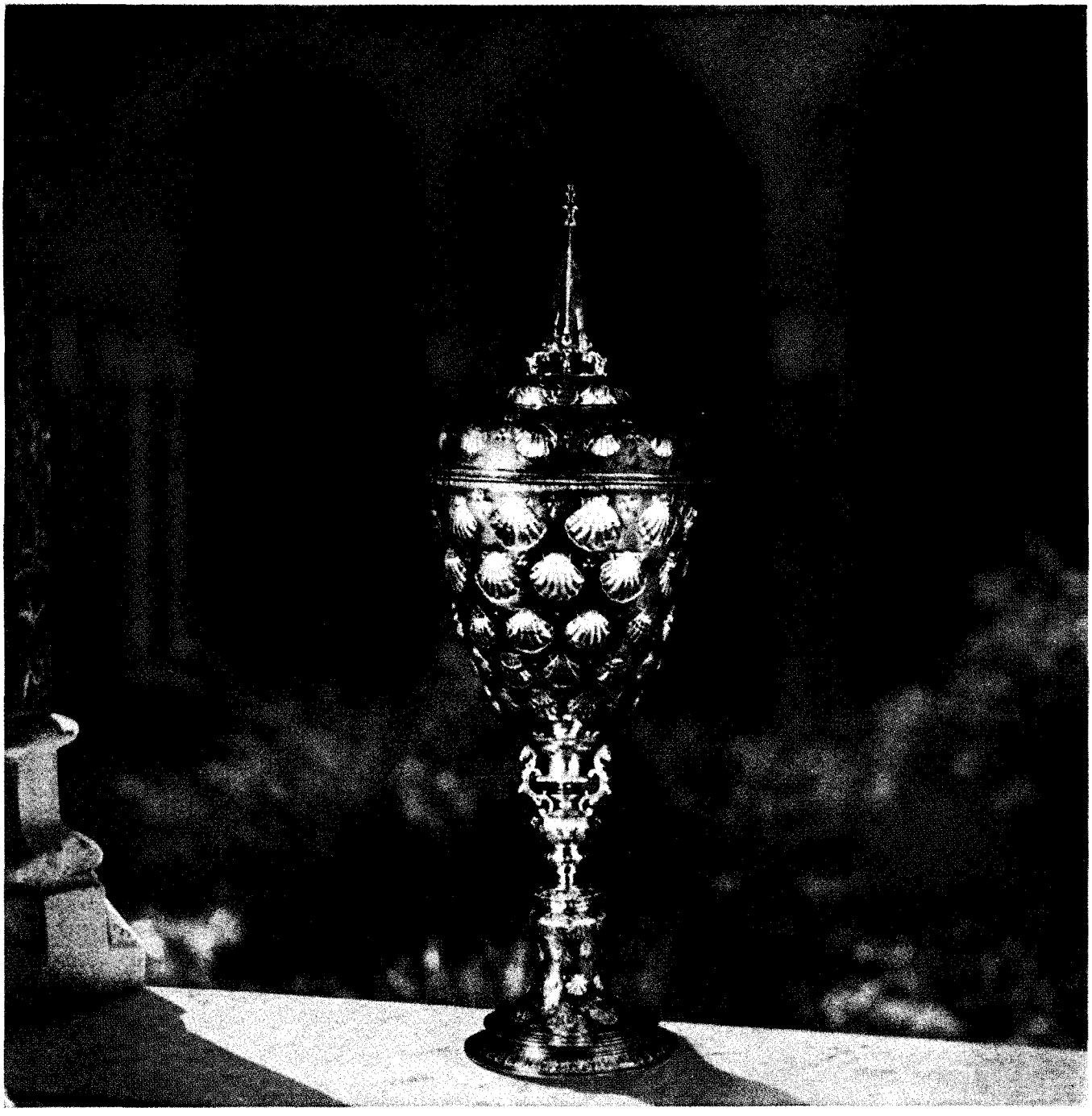
ONE IN A SERIES OF SEASHELL-INSPIRED ART TREASURES PRESENTED BY SHELL OIL COMPANY



Gilt-silver beaker, Victoria & Albert Museum, London. from St. Peter and St. Paul Church, Charing, Kent. Background: The Cloisters, The Metropolitan Museum

A goldsmith "inherits" the shell from Renaissance painters

By the middle of the sixteenth century the scallop shell—long a favorite symbol of such painters as Botticelli and Titian—was disappearing from canvas and fresco wall. But in architecture, sculpture and the goldsmith's art, the seashell flourished. The example you see here was made by an anonymous, superb craftsman in 1599. Like so many of his peers and forebears, he turned to nature and the graceful seashell for decorative inspiration.

Scientists, too, turn to nature for inspiration, for it is their task to equate the offerings of nature with the things man can use. At Shell, hundreds of scientists—inspired by one of nature's most versatile natural resources, petroleum—create, develop and perfect ideas that result in substances useful to man. This imaginative research yields petroleum and chemical products that perform better, last longer and cost less. Millions know these products by the sign of the familiar shell.

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